1998
AMENDMENTS
to the

Guide to Education: ECS to Grade 12

This document also is available electronically, by sections and subsections, or in its entirety, from the Alberta Education web site at <http://ednet.edc.gov.ab.ca> under Students and Learning.

1. **RETAIN** existing front and back covers.
2. **RETAIN** existing dividers.
3. **REMOVE** all text pages from each section.
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5. **INSERT** each new text section, following the appropriate divider.★ [A blank, yellow page precedes each section.]

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GUIDE TO EDUCATION: ECS TO GRADE 12
SUMMARY OF CHANGES

1. **Program Foundations: Vision, Mission, Principles and Basic Education (Pages 1–4)**

   This section has been updated to reflect the changes in the Three-Year Business Plan.

2. **Teaching Quality Standard (Page 19)**

   This section has been added to reflect the Ministerial Order relating to the implementation of a teaching quality standard by the province. Alberta is the first Canadian province to introduce such a standard.

3. **Technology Outcomes—Elementary Program Core Subjects (Page 27)**

   Additional information has been added to the *Elementary Program Core Subjects* section regarding technology outcomes.

4. **Career Plans (Page 31)**

   Additional information has been added to the *Planning in Junior High for Senior High Programs* section to encourage students to develop program and career plans for their high school years and beyond.

5. **School Organization—Access to Instruction (Pages 33–36)**

   This section has been reorganized and expanded in order to clarify access to instructional time. We have also added a definition for instruction along with guidelines regarding the offering of a CTS course with a non-CTS course.

6. **Focused, Articulated Programming (Page 37)**

   This new section provides information regarding the cooperation between some school systems and local post-secondary institutions relating to the articulation of high school programs with post-secondary programs.

7. **High School Summer, Evening and Weekend Programs (Page 39)**

All courses offered at these times will be offered for 16 hours per credit, except Work Experience and Special Projects courses. Three-credit courses in Work Experience 15–25–35 and Special Projects 10–20–30 will be offered for 62.5 hours and funded at 2.5 credit enrollment units.

8. **Career and Technology Studies (CTS) (Pages 41–43)**

This section updates and amalgamates several sections regarding CTS from the previous guide, including the old Appendix 7.

9. **Learning Plans (Pages 55–56)**

Information regarding learning plans has been added to the section on Work Experience 15–25–35.

10. **Work Experience 3-Credit Courses (Page 55)**

Work Experience 3-credit courses will now be offered for 62.5 hours—the same as any other 3-credit course. Three-credit courses will be funded at 2.5 credit enrollment units.

11. **Special Projects 3-Credit Courses (Page 61)**

Special Projects 3-credit courses will now be offered for 62.5 hours—the same as any other 3-credit course. Three-credit courses will be funded at 2.5 credit enrollment units.

12. **New Mathematics Program (Pages 63, 103 and 122)**

Information on the new Applied and Pure Mathematics courses has been added to several sections in the updated guide. There is also information regarding the new bridging courses.

13. **Distance Learning/Learning Technologies Branch (Pages 67 and 68)**

The sections on the Alberta Distance Learning Centre (ADLC) and Distance Learning have been greatly reduced now that the ADLC has been divested to Pembina Hills School Jurisdiction. However, distance learning course development is still within the mandate of Alberta Education, so the new Learning Technologies Branch was created. There also is a section in the guide on this new branch.

14. Guidance and Counselling Programs and Services (Page 68)

A new section on guidance and counselling has been included for information.

15. Alberta High School Diploma Graduation Requirements (Page 78)

Several additions have been made to the graduation requirements, including:

- Physical Education 20 and/or 30 may be used to meet the 10-credit requirement for CTS, Fine Arts and Second Languages
- two 35-level RAP courses may be used to meet the CTS, Fine Arts and Second Languages requirement
- one 36-level Occupational IOP course may be used to meet the CTS, Fine Arts and Second Languages requirement
- two 35-level RAP courses may be used to meet the 10-credit, 30-level course requirement.

These changes to the graduation requirements do not come into effect until the 1998–1999 school year.

16. Waiver of Prerequisites—Career and Technology Studies (Page 102)

Generally, CTS courses may not be waived. However, when a student is given advanced standing upon entering high school, and the course the student is entering has a prerequisite, then the high school principal may waive the prerequisite. This is the only circumstance in which a CTS course may be waived.

GUIDE *to* Education

ECS to Grade 12 Handbook

All changes to Alberta Education requirements contained in this document are effective the first day of the school year as defined by the local school authority.

I, Gary G. Mar, Q.C., Minister of Education, in accordance with section 25 of the *School Act*, authorize this guide for use in Alberta schools.

Gary G. Mar

Minister of Education

Alberta Education Cataloguing in Publication Data

Alberta. Alberta Education. Curriculum Standards Branch.
Guide to education : ECS to grade 12.

Available in electronic format on the World Wide Web:
URL: http://ednet.edc.gov.ab.ca
ISBN 0–7732–9922–X

1. Education — Alberta— Curricula. 2. Education — Alberta — Aims and objectives. 3. Education and state — Alberta. 4. Curricula — Law and legislation — Alberta. I. Title.

LB 1564.C2 A333 1998 392.19

Just-in-time print copies of this guide are available for purchase from the Learning Resources Distributing Centre.

For suggested changes, or questions regarding content, contact the Director, Curriculum Standards Branch, Alberta Education, 403–427–2984. To be connected toll free from outside Edmonton, dial 310–0000. Email <edguide.contact@edc.gov.ab.ca>.

All references to the *School Act* are to the Statutes of Alberta 1988, Chapter S–3.1, as amended.

The primary intended audience for this guide is:

Administrators	✓
Counsellors	✓
General Audience	
Parents	
Students	
Teachers	✓

FOREWORD

Education is the key to our young people being full partners in shaping a global future and in shaping our province's and our nation's future. Quality education for our young people is key to maintaining Alberta's standard of living and ensuring our competitiveness in a world market. Our education system must focus on what all students need to learn and be able to do in order to participate successfully in an economy and society undergoing fundamental changes. *First Things First ... Our Children: The Government of Alberta's Three-year Plan for Education, 1998/1999 to 2000/2001*, provides direction for the future of education in Alberta. It is a plan for Alberta students to be prepared well for the world of work and for lifelong learning.

The initiatives in the three-year business plan describe directions that will help all our young people get the education they need. These initiatives reflect Alberta Education's leadership role in developing programs for students, in setting standards for education, in communicating these expectations to our partners, and in supporting improvements that better meet student needs.

Schools have the responsibility to provide instructional programs that ensure students will meet the provincial graduation requirements and are prepared for entry into the workplace or post-secondary studies. As well, schools are to ensure that students understand the rights and responsibilities of citizenship, and have the skills and disposition to pursue learning throughout their lives.

The directions and initiatives outlined in the business plan are reflected in this guide. For example, the provision for learning in the workplace through the Registered Apprenticeship Program; the provision for students to learn skills through career and technology studies while at school, and/or with the assistance of business, to deliver some skills programs; the provision of the Kindergarten statement; and the provision for challenge assessments; all reflect a results orientation to curriculum.

The *Guide to Education: ECS to Grade 12* is released by Alberta Education for the use of administrators, counsellors, teachers and other parties engaged in the delivery of quality basic education. It has been developed to assist in the implementation of the objectives and underlying principles of the *School Act*. Policies, procedures and organizational information required to operate schools are included, or directions given for obtaining this information. This guide serves the following purposes:

- identifies program requirements specified by Alberta Education, and provides the foundations upon which these requirements are based

- provides information about Kindergarten to Grade 12 programs, education delivery and achievement standards for students enrolled in Alberta schools

- communicates information useful in organizing and operating Alberta schools to meet the needs of students.

In school, students should be encouraged to challenge themselves at new levels and in new experiences, as well as to prepare themselves for future choices in their lives and in the lives of their communities. The Vision, Mission, Principles and Basic Education section of the guide defines basic education and addresses the learning outcomes for students and schools. This focus on students is integral to all school programming and reflects the emphasis of the *School Act*.

Alberta Education's management system is policy-based and results-oriented. As much as possible, policies and procedures are used to set educational directions and goals. This guide supports Alberta Education's objective of providing consistent direction while encouraging flexibility and discretion at the local level.

- Definitions

  References to "boards" and "schools" in this document are in accordance with definitions used in the *School Act*. In this guide, "jurisdiction and/or local school authority" means the board of a public or separate school district, a regional division, a school division and/or the operator of a private school accredited by the Minister under section 22(2) of the *School Act*.

- Identification of Requirements

  This guide contains information on a wide variety of topics. Some of the procedures are mandated; others are discretionary. Passages in **boldface** are either required by definition through this guide or represent text quoted from other, legal, Alberta Education documents and are identified by an "R" beside their corresponding headings in the Table of Contents. Electronically, these same passages are indicated by **boldface** and a yellow, triangle icon.

- Interdisciplinary Studies

  The programs referred to in this guide are outlined in subject area categories. Organization for instruction may be based on these subject categories or on a locally developed integrated programming model.

- Internet

  Alberta Education is on the Internet at <http://ednet.edc.gov.ab.ca>. The site contains information covering all areas of education in the province, from ECS to Grade 12. The organizational sections on the home page are: Students and Learning, Parents, Teaching, Funding, Education System, and Technology. From the home page, this guide can be found by clicking on Students and Learning.

- Document Availability

  All documents referenced in this guide, including just-in-time print copies of the guide itself, are available for purchase from the Learning Resources Distributing Centre, unless otherwise stated.

- Identification of Content Changes

Δ Usually, a delta symbol in the left-hand margin of the text indicated revisions from the preceding version of the guide. A reworking of the format has resulted in extensive and significant changes throughout. As a result, delta symbols no longer appear in text, or in the Table of Contents. Users are encouraged to familiarize themselves with this document in its entirety. Major changes are itemized below.

Readers are alerted to the following content changes.

Section	Page

Table of Contents

❶ The "*R*" identifies defined or sourced sections, the text of which is indicated in boldface.

❷ The Ministerial Order for Basic Education in Alberta—the Definition is outlined in the Program Foundations section of this guide.

[1] The "*R*" identifies defined or sourced sections, the text of which is indicated in boldface.

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PROGRAM ADMINISTRATION

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RESOURCES AND SERVICES

APPENDICES

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PROGRAM FOUNDATIONS:
Vision, Mission, Principles and Basic Education[1]

Vision for Education	**Alberta's young people are the best educated in the country, able to achieve their individual potential, create a positive future for themselves, their families and their communities, and contribute to Alberta's prosperity and superior quality of life.**
Mission	**To ensure that all Alberta students have the opportunity to acquire the knowledge, skills and attitudes needed to be self-reliant, responsible, caring and contributing members of society.**
Principles	• ***Access to quality education*: Every student in Alberta has the right of access to a quality basic education which is consistent with the student's abilities and provides the necessary knowledge, skills and attitudes to fulfill personal goals and contribute to society as a whole.** • ***Equity*: All students in Alberta will have access to a quality basic education regardless of where in the province they live.**

[1] Excerpted from *First Things First ... Our Children: The Government of Alberta's Three-year Plan for Education, 1998/1999 to 2000/2001*. The plan is available from the Communications Branch or can be found at the Alberta Education web site.

- *Flexibility*: Within standards and policies set by the provincial government, there will be opportunities for parent and student choice in the public education system. School boards, schools and individual teachers have flexibility to meet the educational needs of the students and communities they serve.
- *Responsiveness*: The student is the focus of all activities in the education system: legislation, policies and practices affecting all levels must support the efforts of communities to ensure school programs and services respond to the unique needs of each child.
- *Accountability*: All those involved in making decisions about educational matters, including the allocation of public funds for education, must be accountable for their decisions and choices. This includes the Minister of Education, school boards and their staff, parents, as well as students.

Basic Education in Alberta—the Definition

Ministerial Order No. 004/98
Appendix to the *School Act*
February 10, 1998

A basic education must provide students with a solid core program including language arts, mathematics, science and social studies. Students will be able to meet the provincial graduation requirements and be prepared for entry into the workplace or post-secondary studies. Students will understand personal and community values and the rights and responsibilities of citizenship. Students will develop the capacity to pursue learning throughout their lives. Students also should have opportunities to learn languages other than English and to attain levels of proficiency and cultural awareness which will help to prepare them for participation in the global economy.

Student Learning Outcomes

Students are expected to develop the knowledge, skills and attitudes that will prepare them for life after high school. A basic education will allow students to:

- read for information, understanding and enjoyment
- write and speak clearly, accurately and appropriately for the context
- use mathematics to solve problems in business, science and daily-life situations
- understand the physical world, ecology and the diversity of life
- understand the scientific method, the nature of science and technology, and their application to daily life

- know the history and geography of Canada and have a general understanding of world history and geography
- understand Canada's political, social, and economic systems within a global context
- respect the cultural diversity and common values of Canada
- demonstrate desirable personal characteristics such as respect, responsibility, fairness, honesty, caring, loyalty, and commitment to democratic ideals
- recognize the importance of personal well-being and appreciate how family and others contribute to that well-being
- know the basic requirements of an active, healthful lifestyle
- understand and appreciate literature, the arts and the creative process
- research an issue thoroughly and evaluate the credibility and reliability of information sources
- demonstrate critical and creative thinking skills in problem solving and decision making
- demonstrate competence in using information technologies
- know how to learn and work independently and as part of a team
- manage time and other resources needed to complete a task
- demonstrate initiative, leadership, flexibility, and persistence
- evaluate their own endeavours and continually strive to improve
- have the desire and realize the need for life-long learning.

Standards for Student Learning

The Minister of Education defines acceptable standards and standards of excellence for student achievement in consultation with Albertans. Employers are involved in specifying the knowledge, skills and attitudes needed in the workplace. Schools, school authorities and the Minister of Education assess and report regularly to the public on a range of student learning.

The school's primary responsibility is to ensure that students meet or exceed the provincial standards as reflected in the Student Learning Outcomes (outlined above), the Alberta Programs of Study, provincial achievement tests, diploma examinations and graduation requirements.

Education Delivery

Schools must engage students in a variety of activities that enable them to acquire the expected learnings. Schools have authority to deploy resources and may use any instructional technique acceptable to the community as long as the standards are achieved. Schools, teachers and students are encouraged to take advantage of various delivery options including the use of technology, distance learning and the workplace.

Schools play a supportive role to families and the community in helping students develop desirable personal characteristics and the ability to make ethical decisions. Schools also help students take increasing responsibility for their learning and behaviour, develop a sense of community belonging and acquire a clearer understanding of community values and how these relate to personal values.

Students learn basic, transferable knowledge, skills and attitudes in school. Schools, in co-operation with employers, provide opportunities for students to develop and practice employability skills. The Minister of Education provides credit for off-campus learning that is approved and accepted by the school and the employer. Government works with schools, employers and post-secondary institutions to help young people make a smooth transition to work and further study.

Programming Principles

The development of programs to meet the educational needs of students involves more than one level of planning and decision making. At the provincial level, in accordance with section 25(1) of the *School Act*, planning takes place through the development of programs of study. Programs of study identify the learner outcomes for the required subjects that apply to all students, as well as those that apply for optional courses or programs. Alberta Education seeks broad input from educators, business, industry and the community, in planning programs of study.

At the local level, planning involves decisions about how programs of study can be implemented best with particular groups of students and with individual students. This type of planning is referred to as programming.

- Programs of study are established at the provincial level and apply to all students.

- Programming takes place at the local level and is concerned with effective delivery of the programs of study to the students enrolled. Programming decisions are made by local school authorities, by schools, by teachers and by students.

Programming involves a variety of processes for ensuring effective program implementation. These processes include:

- identifying outcomes for learning (based on programs of study and student progress)
- organizing for instruction
- selecting learning activities
- selecting learning resources
- assessing student progress.

Programming decisions are made best at the local level to ensure that the scope of programs offered and the delivery of those programs is responsive to student growth in learning. Decision making at the local level also provides opportunity for effective use of local resources and for local guidelines to be recognized.

General Principles for Effective Programming

The following principles provide a general guide for programming.

Outcomes are clearly defined.

Progress in learning is enhanced when the student, the parents and the teacher have a clear understanding of what is to be achieved. A shared understanding of what is expected enables the student, the parents and the teacher to work together, and provides the opportunity for each to take an initiative in support of learning.

The selection and setting of expectations for student learning should be based on the programs of study. Both general and specific learner outcomes should be set, and these should be linked to specific ways in which students can demonstrate their learning.

Expectations are most clear when the means of determining student progress are identified and communicated to all. The performance of students, products of their work, and the criteria to be used in assessment, are a part of learner outcomes.

Planning is based on assessments of student progress.

Ongoing assessment of student progress informs the student, parents and teacher what has been achieved and what is yet to be achieved. Learning and instruction should be consistent with student abilities and should set appropriate levels of challenge.

Learning experiences are connected.

Student learning is cumulative and takes place in a variety of formal and informal settings. Learning is enhanced when what is learned in one setting reinforces and extends what has been, and is being, learned in others.

- Communication between Home and School

  Parents are the first and ongoing educators of their children. Schools should enable families to continue their involvement with their children's education. The linkage between home and school enables parents and teachers to exchange information, jointly support student learning and ensure continuity of learning experiences.

- Connections across Subject Areas

  There are many opportunities to connect and apply what students learn in one subject area with what they learn in other subject areas of the curriculum. By making these connections, student learning in each subject area is enhanced, and their ability to apply learning in new situations is improved. This helps students see the world as a connected whole instead of in fragmented bits.

- Partnerships between School and Community

  What students learn in school is enhanced when applied and extended in the community. Involvement in projects, community service activities, mentorship programs and job shadowing makes learning more relevant. Involvement in these activities also may provide significant role models for students and an opportunity for them to explore future career possibilities.

- Consistency between Curriculum and Assessment

  Student learning is reinforced when what is taught is reflected in what is assessed. The methods used in assessing student progress, as well as the subject matter, should be consistent with the learning outcomes that have been communicated to students.

- Coordination between Schools

  When students change schools, the coordination of programming and assessment practices between schools can help achieve a smooth transition. Any disruption can be

minimized when the receiving school is provided full information on student attainment and learning characteristics. Information on student progress should be referenced directly to programs of study.

Programming responds to the learning progress of students.

Programming involves decisions about time, resources, instructional approaches, assessment and organization for instruction. To maximize the learning for students, programming needs to be flexible and responsive to the learning progress of students.

Flexible programming involves:

- use of time as a resource, recognizing that students learn at different rates
- grouping students according to educational needs, and according to the characteristics of the learning activity
- use of a broad range of learning resources, with selection of particular resources according to learner needs and learning traits
- use of a broad range of instructional strategies to provide a variety of ways for viewing subject matter, as well as the opportunity for individual students to learn in a preferred mode
- use of a wide variety of examples and applications of the subject matter to provide students with an opportunity to explore and discover areas of relevance and interest
- use of a wide variety of assessment strategies to monitor student progress in all areas of the curriculum.

Programming responds to developmental stages of students.

During their school years, students go through many developmental stages in their intellectual, physical, emotional and social growth. The stage of student growth in each of these areas is an important consideration in developing and implementing school programs.

Our knowledge of developmental growth and its relationship to student learning has increased greatly in recent years. Much of the information has been outlined in a series of four provincial documents under the umbrella title: *Developmental Framework.*

- *Students' Thinking Developmental Framework: Cognitive Domain,* 1987
- *Students' Interactions Developmental Framework: The Social Sphere,* 1988
- *Students' Physical Growth Developmental Framework: Physical Dimension,* 1988
- *The Emerging Student: Relationships Among the Cognitive, Social and Physical Domains of Development,* 1991.

Indicators of Effective Programming

School programming is effective when it responds to the progress and learning needs of students. The following characteristics and indicators provide a description of programming that recognizes and responds to learning needs.

CHARACTERISTICS	INDICATORS
The progress and learning needs of each student are known.	• Parents are aware of the educational progress and learning needs of their children. • Teachers are aware of the characteristics and learning needs of individual students. • Teachers are aware of student progress in previous years. • Teachers are aware of student progress in other program areas. • Students are able to describe their learning progress, can identify what they are currently studying and can identify what they will be working on next.
Instruction is based on the student's current level of achievement.	• Students are able to complete successfully the learning activities they are assigned. • Students show continuous growth in their learning.
Connections are made between what the student already knows and what the student learns next.	• Students can describe the relationship between what they are currently studying and what they have previously studied. • Students are able to apply learning in situations that require a combination of knowledge and skills from different parts of their programs.
School learning experiences provide challenge.	• Students show interest in their studies. • Parents comment on student interest and achievement. • Students experience a wide range of approaches to learning. • At any given time, different students can be observed working on different tasks. • Students use a variety of sources to complete their work. • Students take initiative in and show responsibility for their learning.

PROGRAM LEGISLATION: The *School Act*[1]

Introduction

This section of the guide contains extracts from the *School Act* that highlight the role expectations for school councils, principals, teachers and students. Sections from the *Act* regarding student attendance, suspension and expulsion also have been included so that they may be related to the role of the student.

The *School Act*

The *School Act* sets out the legal parameters that govern the education of students in the province of Alberta. The management, operation and powers of school boards are outlined in the *Act*.

The *Act* gives the Minister the authority to set regulations in particular areas. Regulations provide specificity on matters for which there is regulation-making authority in the legislation. Regulations have the force and effect of law.

Provincial policies outline Alberta Education's position on key educational issues.

Procedures specify how a policy is to be administered. They outline mandatory and discretionary activities, responsibilities and funding mechanisms.

[1] All references to the *School Act* are to the Statutes of Alberta 1988, Chapter S–3.1, as amended.

The governance of education in Alberta is guided by the following principles:

- policies and procedures rather than rules are to continue to be used for setting educational goals and directions
- the province is to continue to provide consistent direction, while encouraging flexibility and discretion at the local school authority and school level by keeping policies and procedures to a minimum
- all Alberta Education's regulations, policies and procedures are to be consistent with the objectives and underlying principles of the *School Act*.

The *School Act* is available for purchase from Publication Services, Alberta Government.

Role of the School Council

Section 17 of the *School Act* states:

- **a school council shall be established in accordance with the regulations for each school operated by a board**
- **the majority of the members of a school council shall be parents of students enrolled in the school**
- **a board of a separate school district or a division made up only of separate school districts, by resolution, may require that the parents of students enrolled in a school operated by the board who are members of the school council must also be of the same faith as those who established the separate school districts, whether Protestant or Roman Catholic**
- **a school council may, at its discretion:**
  - **advise the principal and the board respecting any matter relating to the school**
  - **perform any duty or function delegated to it by the board in accordance with the delegation**
  - **consult with the principal so that the principal may ensure that students in the school have the opportunity to meet the standards of education set by the Minister**
  - **consult with the principal so that the principal may ensure that the fiscal management of the school is in accordance with the requirements of the board and the superintendent, and**
  - **do anything it is authorized under the regulations to do**

- **subject to the regulations, a school council may make and implement policies in the school that the council considers necessary to carry out its functions**

  These functions may include, but are not limited to, policies respecting:
  - the nature of the programs offered
  - the expenditure of money
  - the educational standards to be met by students, and
  - the management of the school.

- **a school council may make by-laws governing its meetings and the conduct of its affairs**

- **subject to the regulations, a board may develop and implement policies respecting school councils:**
  - **a board shall establish an appeal process or conflict resolution procedure under which the principal or the school council may apply respecting disputes on policies proposed or adopted for a school**

- **the Minister, on the request of the board, may dissolve a school council without notice at any time if the Minister is of the opinion that the school council is not carrying out its responsibilities in accordance with this *Act* and the regulations**

- **the Minister may make regulations:**
  - **respecting the election or appointment of the members of a school council and the term or other conditions of election or appointment and the dissolution of a school council**
  - **respecting the roles of the principal and the school council of a school and their respective powers, duties and responsibilities**
  - **respecting any other matter the Minister considers necessary respecting school councils**
  - **exempting a school or class of schools from the application of this section.**

Role of the Principal

Section 15 of the *School Act* states **a principal of a school must:**

- **provide instructional leadership in the school**
- **ensure that the instruction provided by the teachers employed in the school is consistent with the courses of study and education programs prescribed, approved or authorized pursuant to this *Act***
- **evaluate or provide for the evaluation of programs offered in the school**
- **ensure that students in the school have the opportunity to meet the standards of education set by the Minister**
- **direct the management of the school**
- **maintain order and discipline in the school and on the school grounds and during activities sponsored or approved by the board**
- **promote co-operation between the school and the community that it serves**
- **supervise the evaluation and advancement of students**
- **evaluate the teachers employed in the school**
- **subject to any applicable collective agreement and the principal's contract of employment, carry out those duties that are assigned to the principal by the board in accordance with the regulations and the requirements of the school council and the board.**

Role of the Teacher

Section 13 of the *School Act* states **a teacher, while providing instruction or supervision, must:**

- **provide instruction competently to students**
- **teach the courses of study and education programs that are prescribed, approved or authorized pursuant to this *Act***
- **promote goals and standards applicable to the provision of education adopted or approved pursuant to this *Act***
- **encourage and foster learning in students**

- **regularly evaluate students and periodically report the results of the evaluation to the students, the students' parents and the board**
- **maintain, under the direction of the principal, order and discipline among the students while they are in the school or on the school grounds and while they are attending or participating in activities sponsored or approved by the board**
- **subject to any applicable collective agreement and the teacher's contract of employment, carry out those duties that are assigned to the teacher by the principal or the board.**

Role of the Student

Section 7 of the *School Act* states **a student shall conduct himself so as to reasonably comply with the following code of conduct:**

- **be diligent in pursuing his studies**
- **attend school regularly and punctually**
- **co-operate fully with everyone authorized by the board to provide education programs and other services**
- **comply with the rules of the school**
- **account to his teachers for his conduct**
- **respect the rights of others.**

Student Attendance

Attendance at school is compulsory for eligible students who, **at September 1 in a year, [are] 6 years of age or older, and [are] younger than 16 years of age** [*School Act*, section 8(1)]. Section 44(3)(b) of the *School Act* allows local school authorities to **make rules respecting the attendance of students at schools**. Section 7(b) sets out expectations for student conduct regarding attendance at school, and section 9 addresses enforcing school attendance.

Section 10 Attendance at School

The Attendance Board provides a means to enforce compulsory school attendance. Referral of matters regarding student attendance to the Attendance Board is governed by section 10 of the *School Act* **where:**

- **a student who is required to attend a school under section 8 does not attend school, and**
- **attempts to enforce school attendance under section 9 have, in the opinion of the board, not been effective,**

the board of which the student is a resident student or that operates or supervises the school in which the student is enrolled may refer the matter to the Attendance Board.

- **Where a student who is required to attend a school under section 8**
  - **is enrolled in a private school, and**
  - **does not regularly attend that private school,**

and the person responsible for the operation of that private school has made all reasonable efforts to ensure that the student attends school, the person responsible for the operation of that private school shall refer the matter to the Attendance Board.

Section 110
Order of Attendance Board

Section 110 of the *School Act* states that **on hearing a matter referred to it, the Attendance Board may** order the parents and student to do a number of things, including **directing the student to attend school** or **directing the parents of a student to send the student to school**. An **order of the Attendance Board**, when filed with the clerk of the Court of Queen's Bench, **has the same force and effect as if the order were an order of that Court**.

Children may be exempted, by parental request, from two components of the health program: Theme V, Human Sexuality; and the Child Abuse Prevention Unit. Physical education exemptions are as outlined in this guide.

For information on further exemptions by parental request, refer to section 8 of the *School Act*.

Suspension and Expulsion of Students

Principals and teachers should be aware of the relationship between the code of student conduct, section 7, and Suspension and Expulsion of Students, section 19(1.1). Students and parents should also be provided with the information contained in these sections in order to familiarize themselves with what is acceptable for student conduct and the consequences, to both students and parents, should students fail to comply.

Section 19 of the *School Act* states: **In this section, "suspend" has the meaning given to it in the rules made by the applicable board:**

- a student may be suspended or expelled:
  - if in the opinion of the teacher, the principal or the board, as the case may be, the conduct of the student does not comply with section 7, or
  - for any other reason the teacher, the principal or the board, as the case may be, considers appropriate
- a teacher may suspend a student from one class period
- a principal may suspend a student from:
  - one or more class periods
  - one or more courses or school programs
  - school, or
  - riding in a school bus
- a principal may reinstate a student suspended by him or by a teacher
- when a principal suspends a student, the principal shall:
  - forthwith inform the student's parent of the suspension, and
  - report in writing to the student's parent all the circumstances respecting the suspension
- if a student is not to be reinstated within 5 school days from the date of his suspension, the principal shall:
  - forthwith inform the board of the suspension, and
  - report in writing to the board all the circumstances of the suspension together with the principal's recommendations
- on receiving a report from a principal . . . the board shall reinstate or expel the student within 10 school days from the date of the student's suspension
- prior to a board's making a decision . . . the parent of the suspended student and the suspended student may make representations to the board with respect to the suspension
- a board may re-enroll a student who has been expelled
- if a student is expelled, the board shall notify immediately, in writing, the parent and, in the case of a student who is 16 years of age or older, the student of their right to request that the Minister review the matter.

Expulsion cannot be used indefinitely to deny an eligible student access to an education program. When addressing suspensions or expulsions, administrators also need to consider the following sections of the *School Act*:

- section 3, the right of access to an education
- section 8(3)(c,d), excused from compulsory attendance
- section 28(1), the responsibility of a board to provide resident students with an education program.

Alberta Education Policy, Regulations and Forms Manual

Policy Introduction

The *Alberta Education Policy, Regulations and Forms Manual* contains information that affects the operation of schools and has been developed for school boards and ECS private operators, for the following purposes:

- to communicate key policies of Alberta Education
- to provide direction to school boards and ECS private operators who wish to access provincial resources
- to provide school boards and ECS private operators with legislation, regulations, policies and procedures.

Schools operate under the jurisdiction of the local school authority. **All actions undertaken by the principal**, as referenced in this guide, **shall be in accordance with local school authority policy. Local policies and procedures shall be consistent with the requirements of Alberta Education**.

Most of the regulations and policies derive their authority from the *School Act* and impart Alberta Education's philosophy. They provide direction to the educational system, support the rights of students and parents, and encourage flexibility at the local level. Print copies of the *Alberta Education Policy, Regulations and Forms Manual* are available from the Learning Resources Distributing Centre.

Ministerial Orders and Directives

Human Sexuality Education

The Human Sexuality Education bulletin outlines requirements and recommendations for the implementation of human sexuality education in Alberta schools. Human sexuality components of the Grade 4 to Grade 6 Health program, the Grade 7 to Grade 9 Health and Personal Life Skills program, and the senior high school Career and Life Management 20 course, are prescribed.

Procedures

- **Every school operated by a board shall provide human sexuality education to students in Grades 4 through 9, and in at least one senior high course required of all students.**
- **Human sexuality education shall be taught within the normal school day.**
- **Human sexuality education may be offered through different instructional strategies. The goals and objectives outlined in current programs (Health, Health and Personal Life Skills, Career and Life Management 20) for human sexuality education are prescribed, but they need not be offered exclusively through those courses. Many schools have developed very successful programs through family life or religion classes.**
- **Parents shall be advised prior to the start of human sexuality instruction of their right to exempt their child from this course component.**
- **Parent information nights to meet the teachers and ongoing chances for parents to review learning resources and teaching concepts are strongly recommended.**
- **Schools will provide alternative learning experiences for those students who have been exempted from human sexuality instruction by their parents.**

For more information, contact the Curriculum Standards Branch.

HIV/AIDS in Educational Settings

The Information Bulletin on Acquired Immunodeficiency Syndrome in Educational Settings is intended to provide information and advice to school boards and regional health authorities in meeting their joint responsibility to provide educational programming to all eligible children and to protect the general public from communicable diseases.

Guidelines

HIV/AIDS is covered under the Communicable Diseases Regulation of the *Alberta Public Health Act*, and there is no legal basis on which to prevent children infected with HIV from attending school.

A mechanism for ongoing communication between school boards and regional health authorities should be established. School jurisdictions, with the assistance of local public health personnel, should develop policies consistent with provincial guidelines regarding HIV/AIDS and other infectious diseases. Such policies should be reviewed regularly by school boards and local health authorities, and regular communication should be maintained on all health matters.

For the complete text of the bulletin, consult the *Alberta Education Policy, Regulations and Forms Manual.* Additional information on HIV/AIDS or other health related matters is available from local health authorities located throughout the province.

Teaching Quality Standard

Alberta is the first Canadian province to implement a teaching quality standard. The Teaching Quality Ministerial Order:

- includes a standard of practice expected of teachers
- lists the knowledge, skills and attributes (KSAs) teachers are expected to possess and practise.

The teaching quality standard and description:

- focus teaching on optimum learning by students
- reflect a professional model of teaching
- expect that teachers exercise reasoned professional judgement in their practices
- include the KSAs that teachers are expected to possess when they first enter the classroom and when they qualify for permanent professional teacher certification two years later
- help school jurisdictions develop local teacher evaluation policies.

Excerpted from Ministerial Order No. 016/97

Quality teaching occurs when the teacher's ongoing analysis of the context, and the teacher's decisions about which pedagogical knowledge and abilities apply result in optimum learning by students.

Regulations Introduction

The following sections provide a synopsis of those regulations that are relevant to the operation of school programs. For the complete regulations, refer to the *Alberta Education Policy, Regulations and Forms Manual.* The sections of the *School Act* to which these regulations refer, and the regulation numbers, are noted.

Early Childhood Services Section 24(3) Alta. Reg. 35/89 Amended A.R. 391/93 Amended A.R. 74/97	This regulation sets out the requirements for the operation of early childhood services programs and includes information on safety standards, programs, policies, record keeping, financial reporting and insurance.
Home Education Section 23(3) Alta. Reg. 283/94	This regulation recognizes a parent's right to choose a home education program, provided the program meets the requirements of the regulation and is under the supervision of a board or an accredited private school. The regulation provides parents with the following alternatives in regard to supervision. They may notify their resident board of their desire to educate their child at home, or they may contact a "willing nonresident board" or an accredited private school for supervision and notify their resident board.
Language of Instruction Section 5(2)	This regulation, still under development, addresses the right to a French language education in accordance with section 23 of the *Canadian Charter of Rights and Freedoms*.
Practice Review of Teachers Section 25(3)(a) Section 75.1 Alta. Reg. 153/87 Amended A.R. 209/90 Amended A.R. 279/93	This regulation provides an orderly process by which complaints about the unskilled or incompetent teaching practices of a teacher can be investigated and acted upon. The regulation includes a process for initiating complaints and conducting investigations, hearings and appeals.
Private Schools Section 22(6) Alta. Reg. 39/89	Section 22(1) and (2) set out the requirements for registered and accredited private schools. The regulation addresses the application for registration and accreditation; the additional records to be kept by private schools; rules for discipline, suspension and expulsion; required notices; school policies; required insurance; and financial reporting provisions. This regulation also requires private schools, among other obligations, to complete a School Program Plan form; keep student records; and make rules for discipline, suspension and expulsion.

Student Evaluation
Section 25(3)(c)
Alta. Reg. 40/89

This regulation describes how provincial tests, examinations or other methods of evaluating a student's achievement are conducted. It provides for a directive to be issued outlining Alberta Education's administrative and procedural requirements for evaluating students.

The regulation also covers: security of evaluation materials; student conduct resulting in eviction or invalidation and related objection and appeal procedures; review of evaluation results and an appeal process; and ministerial use of evaluation results.

Student Record
Section 18(8)
Alta. Reg. 213/89
Amended A.R. 175/93

This regulation itemizes what the student record, established and maintained by the school board, shall and shall not contain, and states the length of time a record must be retained. It also deals with persons who have access to the record and what happens when a student transfers to another school.

PROGRAM PLANNING:
Programs of Study

Programs of Study

The following programs of study are prescribed by order of the Minister pursuant to section 25(1) of the *School Act*.

- *Program of Studies: Elementary Schools*
- *Program of Studies: Junior High Schools*
- *Program of Studies: Senior High Schools*

Mandatory requirements for programs and courses are outlined in the programs of study, each of which contains the following components:

- Program Rationale and Philosophy
- Learner Expectations
  - General Learner Expectations/Outcomes
  - Specific Learner Expectations/Outcomes.

Learning Resources

All authorized learning and teaching resources available for purchase are listed in the Learning Resources Distributing Centre *Buyers Guide*, in both print and electronic formats. Also, all authorized resources are listed under the Authorized Resources Database through the Alberta Education home page on the Internet at <http://ednet3.edc.gov.ab.ca/webdatabase/lrdb/lrdb.html>.

ECS to Grade 9 Programming

Early Childhood Services

Early childhood is a particularly significant period in human development, and the Early Childhood Services (ECS) programs provide services to address the developmental needs of children before they enter Grade 1. In ECS programs, young children participate as active partners in learning, build a set of shared experiences and develop knowledge, skills and attitudes that prepare them for subsequent learning.

ECS programs are voluntary programs, which may be offered by school boards, private schools and private ECS operators.

Kindergarten

Kindergarten, as part of the ECS programs, **shall be planned, implemented and evaluated on the basis of the program of studies** outlined in the document *Kindergarten Program Statement*, September 1995 (Revised 1997).

The *Kindergarten Program Statement*, available from the Curriculum Standards Branch, describes the learning achievement that will help prepare children for entry into Grade 1 and will provide them with a foundation for later success. The statement is the basis for all ECS programs funded by the province.

Program Organization and Delivery

Kindergarten Minimum Hours

Where Kindergarten programs are offered, **approved operators shall provide at least 400 hours of program activities for each child in a centre during a fiscal year, or at least 18 in-home visits of one-and-a-half hours duration or more to each child in an in-home program during a fiscal year, or the equivalent in a combination of centre hours and in-home visits.**

Instructional Time Kindergarten to Grade 9

Instructional time includes time scheduled for purposes of instruction, examinations/testing and other student activities where direct student–teacher interaction and supervision are maintained.

Instructional time does not include: teacher convention, professional development days, parent–teacher interview days, teacher planning days, staff meetings, statutory and local school authority-declared holidays, lunch breaks, breaks between classes, recesses, time taken for the registration of students and extracurricular activities.

Access to Instruction Grade 1 to Grade 9

To ensure equitable access of opportunity for Grade 1 to Grade 9 students, a minimum number of instructional hours are specified. To meet the minimum number of instructional hours, the organization of schools at these grade levels is the responsibility of the local school authority.

In accordance with section 25(1)(c) of the *School Act*, and to allow for a balanced program that leads to the student learning outcomes indicated in the description of Basic Education, **schools are required to ensure that Grade 2 to Grade 9 students have access to 950 hours of instruction per year in each grade. For Grade 1, alternative minimum times enabling a smooth transition from ECS are permissible.**

In programs using a language other than English or French as a language of instruction, the regulations regarding percentage of time in each language must be followed.

Organizing Instructional Time

The following requirements and considerations apply.

- All students must be provided access to a specified number of hours of instructional service. See the Kindergarten Minimum Hours and Access to Instruction Grade 1 to Grade 9 in this section.
- Subject to the above requirement, the scheduling of instructional time is a local matter.

- All students should be provided sufficient opportunity to achieve the learner outcomes outlined in the programs of study. To assist schools in planning, recommendations regarding the apportioning of instructional time are provided in the sections that follow.

- Organization for instruction may be based on an integrated programming model. Where programs are integrated, the learner outcomes from two or more programs may be addressed within a common time block.

Elementary Program Core Subjects

In planning elementary programs, the following recommended percentage time allocations are identified as a general guide. The actual times required to meet learner outcomes in each subject area may vary from student to student.

Percentage Time Allocations Recommended

Grade 1 and Grade 2

Core Subjects	English Instruction Percentage	French Instruction Percentage
English Language Arts	30%	0%–15%
French Language Arts	0%	20%–30%
Mathematics	15%	15%
Science	10%	10%
Social Studies	10%	10%
Art and Music	10%	10%
Health and Physical Education	10%	10%
Time for optional subjects (e.g., second languages, drama, religious instruction), technology outcomes not integrated with a core subject, or additional allocations to the core subjects listed above.	15%	15%

Grade 3 through Grade 6

Core Subjects	English Instruction Percentage	French Instruction Percentage
English Language Arts	25%	{35%}
French Language Arts	0%	
Mathematics	15%	15%
Science	15%	10%
Social Studies	10%	10%
Art and Music	10%	10%
Health and Physical Education	10%	10%
Time for optional subjects (e.g., second languages, drama, religious instruction), technology outcomes not integrated with a core subject, or additional allocations to the core subjects listed above.	15%	10%

Elementary Program Optional Subjects

At the elementary level, programming may include one or more optional subjects. Optional subjects are those parts of the elementary school program that are based on learner outcomes other than those outlined for core/required subjects.

Optional subjects may be developed and approved at the local level, as per section 44(1)(a) of the *School Act*. The following areas are optional subjects for which learner outcomes have been developed at the provincial level.

- Blackfoot Language and Culture Program
- Cree Language and Culture Program
- Drama
- French as a Second Language
- Ukrainian Language Arts

Junior High Instructional Time

At the junior high level, schools must provide access to 950 hours of instruction per year in each grade.

Junior High Program

The primary consideration that schools must take into account when organizing for instruction, is to provide their students with an opportunity to meet all of the requirements of a basic education. The junior high school program should be organized within the context of the learner outcomes included in the Vision, Mission, Principles and Basic Education section of this guide.

A course in junior high school represents a set of specific knowledge, skills and attitudes. Most students can achieve these in the recommended times. It is recognized that some students can acquire the knowledge, skills and attitudes specified in a course of studies in less than the recommended time, while others will require more time.

- The recommended time allotment (hours per year) for each part of the junior high school program is:

English Language Arts	150 hours or more per year
Mathematics	100 hours or more per year
Science	100 hours or more per year
Social Studies	100 hours or more per year
Physical Education	75 hours or more per year
Optional Courses	150 hours or more per year
Health and Personal Life Skills	❶

❶ Health and Personal Life Skills is a required course, but it is not necessary to offer this course each year. Therefore, it is recommended that Health and Personal Life Skills be offered for 150 hours or more over the three years, Grade 7 through Grade 9.

- For schools offering instruction in a language other than English (*School Act*, sections 5 and 6), the above time recommendations for core courses apply. In addition to English language arts, it is recommended there be a minimum of 150 hours of language arts in the language of instruction.

Junior High Optional Courses

Schools shall offer two provincially authorized complementary courses except where instruction in a language other than English (*School Act*, sections 5 and 6) **is offered, then only one provincially authorized complementary course is required.**

Optional courses help students achieve the learner outcomes outlined in the Vision, Mission, Principles and Basic Education section of this guide. Also, optional courses reinforce learnings in language arts, mathematics, science and social studies, as well as address learnings in other subject areas.

Sequencing

Students should be encouraged to continue in Grade 8 and Grade 9 with at least one of the optional courses selected in Grade 7.

The optional courses are categorized as follows.

Career and Technology Studies
- Introductory level courses for all CTS strands are considered appropriate for junior high school students.

Environmental and Outdoor Education

Ethics
- This course may be offered in Grade 7, Grade 8 or Grade 9.

Fine and Performing Arts
  - Art
  - Drama
  - Music
    - Choral
    - General
    - Instrumental

Locally Developed/Acquired and Authorized Complementary Courses

Native Languages
  - Blackfoot Language and Culture Program
  - Cree Language and Culture Program

Religious Studies

- Religious studies may be offered at the discretion of the local school board, under section 33 of the *School Act*.

Second Languages

French
German
Ukrainian

- French as a Second Language: French as a Second Language (FSL) is a program in which the French language is taught as a subject, often between 30 and 40 minutes a day, to help students develop communication skills, language knowledge and cultural awareness in French.

  Policy 1.5.2 in the *Alberta Education Policy, Regulations and Forms Manual* states that **since French is one of Canada's official languages ... Alberta Education encourages opportunities for all Alberta students to learn French by making available French immersion programs, French second language courses and related services**.

  School boards may begin the program at different grades as the FSL program is not grade specific. Many schools begin FSL in Grade 4, but others may not start until Grade 7 or later. Students entering junior high school may begin their French language experience, or they may continue developing their language proficiency, depending upon the level attained in elementary school.

  The French as a second language program is organized into three language proficiency levels: Beginning, Intermediate and Advanced. Each of these proficiency levels is then further divided into three sublevels. Students start at the Beginning level and progress through the Beginning 1, Beginning 2 and Beginning 3 sublevels and then continue with the Intermediate 4, 5 and 6 sublevels. Students may take several years to reach Beginning level 3 or Intermediate level 6 proficiency, depending on the amount of time provided and the type of program delivery.

  Boards offering French immersion and French as a second language programs shall develop, keep current and implement written policy and procedures consistent with provincial policies and procedures.

- Other Second Language Courses: The two-year junior high school German program may be offered in any of Grade 7, Grade 8 or Grade 9. A Ukrainian as a Second Language program also is available for students beginning the study of this language in Grade 7.

The Government of Alberta has recognized the multicultural nature of the province through the *Alberta Multiculturalism Act*, 1984 [Amended 1990] and the *Language Education Policy for Alberta*, 1988. Accordingly, Alberta Education encourages local school authorities to develop second language courses to meet the needs of the local community when such courses are not available as provincially authorized courses. Guidelines and procedures for the development and authorization of these second language courses are contained in the *Alberta Education Policy, Regulations and Forms Manual.*

For more information, contact the Curriculum Standards Branch.

Planning Junior High Course Selections

A student's choice of programs is subject to approval of the principal, except where a student (age 16 or over) elects to take distance learning courses. Steps should be taken to ensure parents understand and concur with their children's course selections. Principals should ensure students are made aware of special programs available to meet their individual educational needs. Francophone education is addressed in the French edition of this guide, *Guide de l'éducation.* Native students may access resources and programs designed to reflect and respect Native cultures.

Planning in Junior High for Senior High Programs

Students should be provided with assistance in planning their high school programs. Certain courses are required for a diploma or a Certificate of Achievement at the high school level. Some Grade 10 courses are prerequisites for more advanced high school courses. When junior high school students are planning their Grade 10 programs, all students and parents should become familiar with the guidelines in order to avoid possible difficulties in the later high school years. Also see under Student Information Needs in the Senior High School Programming section.

When assisting students in planning their programs, junior high school staff should ensure that students discuss their proposed programs with their parents and keep in mind the credit requirements for graduation from senior high school.

Career Plans

Schools are encouraged to require students to develop a program and career plan beginning in junior high school. The plan should be updated annually and signed off annually by the parents and the principal.

Senior High School Programming

School Organization

Schools must ensure that students have access to a minimum of 1000 hours of instruction per school year.

School jurisdictions are to develop methods of school organization and program delivery that best meet the needs of their students. Jurisdictions are encouraged to adopt alternatives to the current Carnegie Unit organizational and scheduling model. The development of 1-credit course offerings in career and technology studies (CTS), the increased participation in off-campus and outreach programs, and the increased enrollments in blended programs and virtual schools, means there is greater flexibility in course offerings and delivery methods for students. **All delivery methods must ensure that the needs and the best interests of individual students are taken into consideration.**

A credit at the high school level represents course-specific knowledge, skills and attitudes. Most students can achieve a credit with approximately 25 hours of instruction. It is recognized that some students can acquire the knowledge, skills and attitudes specified for 1 credit in a course of studies in less than 25 hours, while others will require more time.

Whatever methods of school organization are adopted, students must have access to instruction that is focused on the learner outcomes of the courses they have chosen and be evaluated on that basis.

Any method of delivery must ensure that each student has access to at least 25 hours of instruction per high school credit. Exceptions to this requirement are:

- **all 3-credit courses require a minimum of 62.5 hours for each course, including Work Experience 15–25–35 and Special Projects 10–20–30**
- **summer, evening and weekend credit courses must provide access to instruction of at least 16 hours per credit. The exceptions are Work Experience 15–25–35, Special Projects 10–20–30 and the Registered Apprenticeship Program courses, which require 25 hours of access to instruction per credit. Three-credit courses in Work Experience 15–25–35 and Special Projects 10–20–30 will be offered for 62.5 hours and funded at 2.5 credit enrollment units.**

See *Funding Manual for School Authorities: A Manual for School Jurisdictions, Private Schools and Private ECS Operators* for further details.

Definition of Instruction

Instruction means:

- **interaction between teachers and students, either face to face or using telecommunications technology, for the purpose of teaching, assessing student achievement of learner outcomes and related activities, including tutorials, discussion groups and learning skill centres**
- **teacher monitoring of progress in self-directed packages, independent study, computer-assisted learning and/or classroom learning**
- **presentations for and by students, workplace learning and other learning activities supervised by a certificated teacher when such activities are focused on learner outcomes in an approved program of studies.**

Access to Instruction

Access to instruction means:

- **certificated teachers are assigned to deliver or supervise the instruction**
- **the instruction, and evaluation of performance, is based on the learner outcomes in an approved program of studies**
- **there are designated times when teachers are available to the students**
- **students know, prior to enrolling in courses, how and when they will be able to access the instructional expertise of teachers.**

Instructional time includes time scheduled for purposes of instruction, examinations and other student activities where student–teacher interaction and supervision are maintained.

Instructional time does not include teacher convention days, professional development days, parent–teacher interview days, teacher planning days, staff meetings, statutory and local school authority-declared holidays, lunch breaks, breaks between classes, supervised study halls, time taken for the registration of students or extracurricular activities.

Access to Instruction for Integrated CTS Courses

Schools may integrate CTS courses with non-CTS courses when the integration provides opportunities to apply the course content in a practical and career-related context.

Offering a CTS Course with a Non-CTS Course

When schools integrate a CTS course with a non-CTS course the following shall apply:

- **the teachers who provide or supervise the instruction are certificated and knowledgeable about both the CTS and non-CTS course**
- **prior to registration, schools provide information to parents and students about the philosophy of each of the integrated courses, the learner outcomes of each of the integrated courses and how student learning will be assessed in each of the integrated courses**
- **information and counselling services make clear that registration in an integrated course is optional**
- **students have access to a minimum of 25 hours of instruction per credit .**
- **teachers offer each of the integrated courses in accordance with the approved programs of study**
- **students meet the standards specified in the 1-credit CTS course for all learner outcomes within that 1-credit course in order for a teacher to provide a passing grade in the CTS component**
- **the CTS course and the non-CTS course must be graded separately, and credits must be awarded and reported separately**
- **if a CTS course is being integrated with a non-CTS course, then any prerequisite to the CTS course must be met first**
- **a student who has already gained credit in the integrated 1-credit CTS course is not eligible to earn another credit for the same 1-credit CTS course.**

Examples of Practices for Offering a CTS Course with a Non-CTS Course

Acceptable

The following practices would provide appropriate access to instruction:

- students know precisely how, when and where a certificated teacher, who is knowledgeable in the CTS course, is accessible on a scheduled basis
- certificated teachers supervise independent study and provide guidance as required.

Unacceptable

The following practices are not considered to be appropriate access to instruction:

- the teacher providing access to instruction is not knowledgeable in the course or is not assigned to teach the course; e.g., study hall supervisor, librarian, testing centre supervisor
- students do independent study or research with no teacher available to provide guided practice and to evaluate student achievement of learner outcomes in the CTS course.

Program Organization

Priority should be given to offering a high school program that enables students to:

- meet diploma requirements (see the Senior High School Graduation Requirements section) and earn a minimum of 100 credits in three years
- have some opportunity to take optional courses
- enter post-secondary institutions or seek employment.

Assisting in Student Planning

Certain courses are mandatory in order to meet diploma and certificate requirements. Some Grade 10 courses are prerequisites for more advanced high school courses. In order to avoid possible difficulties in later high school years, principals should ensure that students planning their Grade 10 programs are familiar with the guidelines.

Principals are urged to ensure that credits to be earned are recorded correctly and checked carefully at the school level.

Focused, Articulated Programming

Some school systems have worked in cooperation with local post-secondary institutions and employers to develop high school programming that articulates with a variety of programs in colleges and technical institutes, as well as meeting the requirements of the Alberta High School Diploma. This programming is focused in that it combines a selection of interrelated CTS courses with appropriate academic courses and off-campus learning. Many school systems use the term "Tech Prep" to describe such programming. Alberta Education encourages these local initiatives.

Further information may be obtained from the Curriculum Standards Branch.

Student Information Needs

- Also see under Planning in Junior High for Senior High Programs in the ECS to Grade 9 Programming section.
- Students should be given assistance in planning their high school programs. Steps should also be taken to secure parents' understanding of and concurrence with their children's registrations.
- In planning a program, schools should ensure that students keep in mind the requirements for a diploma or a certificate as outlined in this guide.
- In addition to graduation requirements, a student's choice of subjects in high school may be governed by requirements adopted by the local school authority that has jurisdiction over the student, provided that these requirements do not contravene the provisions of this guide.

  In providing assistance to students planning their programs, care should be taken to ensure that such programs will enable each student to attain the aim of either meeting entry requirements for post-secondary programs or acquiring the knowledge, skills and attitudes that will facilitate direct career entry. Also see Focused, Articulated Programming in this section.
- Students under age 16 may take distance learning courses from the Alberta Distance Learning Centre, subject to approval of the principal. Students aged 16 or over do not require approval of the principal to take distance learning courses.

  For more information about the Alberta Distance Learning Centre, see the Instructional Delivery section.

- Students should be made aware of special programs that are available to meet their individual needs or the needs of their community.
- Students eligible under section 5 of the *School Act* have the opportunity to complete most of their required course work in French.
- Native students may also access resources and programs that are designed to meet their needs and to further their knowledge of Native languages and cultures. Alberta Education's policy on Native education is provided in the *Alberta Education Policy, Regulations and Forms Manual.*

Scholarships

All students should be made aware of the requirements for the Alexander Rutherford Scholarships for High School Achievement.

These scholarships are awarded to students achieving a minimum average of 80% in five designated subjects in Grade 10, Grade 11 and Grade 12. Also see under Percentages and Letter Gradings in this section.

Also, the top ten Alberta students graduating from Grade 12, as determined solely on the basis of diploma examination results in English Language Arts 30 or Français 30, Social Studies 30, and three other diploma examination subjects, are recognized as "Rutherford Scholars."

For more information, contact the Alberta Heritage Scholarship Fund.

General Requirements for Admission to Post-secondary Educational Institutions

Possession of an Alberta high school diploma or certificate does not necessarily guarantee admission to a post-secondary institution. Students who intend to enter a post-secondary institution should be advised, as early as Grade 10, to check the calendars of these institutions for admission requirements, and they should plan their senior high school programs accordingly.

For planning high school occupational and career and technology studies programs for articulation with the Apprenticeship and Industry Training Division programs, see under Apprenticeship Articulation in the Career and Technology Studies section.

Percentages and Letter Gradings

Marks are to be submitted to Alberta Education in percentages. Physical Education 10, taken through a home education program, may be submitted as a pass or a fail.

Evaluations of course work completed outside of Alberta in schools recognized by the Minister, whenever possible, are to be reported in percentages that conform to the Alberta scale below, or may be reported as a pass or a fail.

Percentage Scale	Letter Grading
80 – 100	A
65 – 79	B
50 – 64	C
0 – 49	F

The Alexander Rutherford Scholarships for High School Achievement require that achievement and evaluation in completed courses be reported in percentages. Subjects in which achievement is reported by letter grade will not be considered in the calculation of averages by the scholarship fund administrators. Also see under Scholarships in this section.

For more information, contact the Alberta Heritage Scholarship Fund.

High School Summer, Evening and Weekend Programs

Summer, evening and weekend programs for senior high school students may be offered by boards, accredited private schools and other accredited high schools; e.g., Alberta vocational colleges, private and public colleges.

The requirements noted in this guide apply to all schools offering senior high school summer, evening and weekend programs for credit, with the exception that for these programs, schools must provide access to instruction of at least 16 hours per credit.

The exceptions to the above are that Work Experience 15–25–35, Special Projects 10–20–30 and the Registered Apprenticeship Program courses require 25 hours per credit even when offered in summer, evening or weekend programs.

Three-credit courses in Work Experience 15–25–35 and Special Projects 10–20–30 will be offered for 62.5 hours and funded at 2.5 credit enrollment units.

Courses and Programs

Career and Life Management (CALM) 20

CALM 20 may be taken by senior high school students in their Grade 10, Grade 11 or Grade 12 year.

Principals may wish to consider the option of having students take CALM 20 in either their Grade 10 or Grade 12 year, if such students plan to take three sciences, as well as a fine arts or career and technology studies course in Grade 11.

Exemptions

Transfer-in students and mature students may be exempted from the CALM 20 requirement. See under the Grade 12 Exemptions for Transfer-in Students section and the Special Provisions for Mature Students section.

Career and Technology Studies

CTS is a competency-based curriculum with an integrated structure that provides increased opportunity for schools to offer programs to meet the needs of students.

CTS is organized into the following 22 strands. Strands are made up of 1-credit courses.

Agriculture
Career Transitions
Communication Technology
Community Health
Construction Technologies
Cosmetology Studies
Design Studies
Electro-Technologies

Energy and Mines
Enterprise and Innovation
Fabrication Studies
Fashion Studies
Financial Management
Foods
Forestry
Information Processing
Legal Studies
Logistics
Management and Marketing
Mechanics
Tourism Studies
Wildlife

Senior High School Credits for Courses Completed in Junior High School

Some students may successfully complete CTS courses while in junior high school. The senior high school principal may accept a recommendation from the junior high school principal that a student has successfully completed a course and should be given credit. This course then can be included when reporting student achievement through the normal student records system. The course(s) then also will be included in the student's transcript.

Note: The course challenge provision does not apply to these students.

More information is available in the *Funding Manual for School Authorities: A Manual for School Jurisdictions, Private Schools and Private ECS Operators.*

Reporting Student Achievement

Schools are to report student achievement in CTS at the 1-credit course level, using the 7-character, alphanumeric codes.

Green Certificate Training Program

The Green Certificate Training Program is administered by Alberta Agriculture, Food and Rural Development. Alberta high school students can register in any one of the seven specializations available. Each specialization can be studied at three levels of increasing knowledge and proficiency.

The program is delivered off-campus, and students may earn credits for successfully completing a Green Certificate Training Program by enrolling in work experience, or a combination of work experience and career transitions courses, or work experience and agriculture courses.

Apprenticeship Articulation

Articulation agreements have been established with the Automotive Service Technician, Cook, Hairstylist and Welder trades. Based on these agreements, and a policy on prior learning assessment developed by the Apprenticeship and Industry Training Division of Alberta Advanced Education and Career Development, students may qualify for a portion of the in-school training component and on-the-job credit for these trades. These students are to have taken the appropriate career and technology studies (CTS) courses and successfully challenged the appropriate theory examinations in the respective trades.

The articulation information regarding practical arts programs and the apprenticeable trades that was previously contained in this guide has been removed. Students who completed the old practical arts courses and wish to pursue an apprenticeship are encouraged to seek more information as indicated below.

For more information and details may be obtained from the Apprenticeship and Industry Training Division, Alberta Advanced Education and Career Development.

English as a Second Language

Senior high schools with students learning English as a second language should refer to the senior high school program of studies. Elementary schools should refer to the *Elementary English as a Second Language: Guide to Implementation*, 1996, available for purchase from the Learning Resources Distributing Centre or on the Alberta Education web site. Junior high schools will find useful information in both of these documents.

For more information, refer to the English as a Second Language policy in the *Alberta Education Policy, Regulations and Forms Manual*, and the *Language Education Policy for Alberta*, 1988, or contact the Curriculum Standards Branch.

French Language

Language Policy

Boards offering French immersion and French as a second language programs shall develop, keep current and implement written policy and procedures consistent with provincial policies and procedures.

For more information, see the *Alberta Education Policy, Regulations and Forms Manual.*

French as a Second Language Program

The French as a Second Language (FSL) program consists of seven courses: French 13 and French 10 are Beginning level courses, French 20 and French 30 are Intermediate level

courses, and French 31a, 31b and 31c are Advanced level courses. The school-leaving standard for French as a Second Language is French 30.

When students enter senior high school they should be placed in FSL courses that correspond to their level of proficiency. For example, a student who has acquired the skills and knowledge required in Beginning level FSL should be placed in French 20. School boards are encouraged to develop procedures to appropriately place students in senior high school FSL courses.

French 13 is a course for students who have not taken French before entering senior high school, or for students who have not attained Beginning level 2 proficiency, the prerequisite for French 10.

French as a Second Language Course Challenge

Students planning to use French as one of their courses for Alexander Rutherford scholarship purposes may present a French course at each grade level (10–20–30/31). Students who go directly into French 31a, 31b or 31c may use one of these courses to meet the Grade 12 scholarship requirements. For these students to meet the Grade 10 and/or Grade 11 scholarship requirements, they would have to challenge French 10 and/or French 20. This provision is under review.

Exceptions

French 13 is excluded from the course challenge and waived prerequisite provisions.

Gifted and Talented Student Programs

International Baccalaureate Program, Advanced Placement Program, and Locally Developed/Acquired and Authorized Complementary Courses

Schools are encouraged to challenge capable students beyond the 10–20–30 course sequences. This challenge can be provided through the International Baccalaureate program, or by preparing students to challenge the Advanced Placement program examinations, or by offering locally developed/acquired and authorized courses. These programs extend the learner outcomes beyond the provincial 10–20–30 course sequences.

Schools should inform students of the acceptability of International Baccalaureate courses, of the Advanced Placement program, and of locally developed/acquired and authorized courses for credit and/or advanced placement by post-secondary institutions.

Schools should also inform students that these gifted and talented student programs do not replace the diploma requirements outlined in the Senior High School Graduation Requirements section.

Instruction in Languages Other than English

Bilingual Programs

According to section 6 of the *School Act*, a local school board may authorize the use of a language other than English or French as a language of instruction. In such cases, **"partial immersion (bilingual) program" means a program in which a language other than English or French is used as the language of instruction, to a maximum of 50% of the instructional day**. A Ukrainian Language Arts (ECS to Grade 12) program of studies is available provincially. Local school authorities wishing to develop a language arts program in a language other than English or French should consult the document *Framework for a Locally Developed Language Arts Curriculum for a Language Other Than English or French (ECS–Grade 12)*, 1989.

Francophone Programs

Section 5 of the *School Act* states that where individuals have rights under section 23 of the *Canadian Charter of Rights and Freedoms* to have their children receive school instruction in French, their children are entitled to receive that instruction in accordance with those rights wherever in the province those rights apply. School jurisdictions should consult the *Language Education Policy for Alberta*, 1988 and the *Alberta Education Policy, Regulations and Forms Manual.*

For more information, contact the Language Services Branch.

French Immersion Programs

According to section 6 of the *School Act*, **a board may authorize the use of French or any other language as a language of instruction**. Alberta Education encourages opportunities for all Alberta students to learn French by making available programs and services for French immersion and French as a second language programs and courses.

Instructional Time

Research and experience have demonstrated clearly that student proficiency in the French language is strongly correlated to the amount of time during which French is used as a language of instruction. Recognizing that many local factors may determine the time allocated to instruction in the French language, the following ranges are recommended as supportive of the objectives of French immersion programs.

Kindergarten	100%
Grades 1–2	90%–100%
Grades 3–6	70%–80%
Grades 7–9	50%–80%
Grades 10–12	40%–80%

More information is available in the *Alberta Education Policy, Regulations and Forms Manual*, the current *Funding Manual for School Authorities: A Manual for School Jurisdictions, Private Schools and Private ECS Operators*, and from the Language Services Branch.

To be eligible for funding from the federal Official Languages in Education Program, French immersion schools are to use French as a language of instruction for no less than:

- 475 hours per year for grades 1–6
- 400 hours per year for grades 7–9
- 250 hours per year for grades 10–12.

French as a Second Language

Instructional Time

It is recommended to boards that offer French as second language courses that students have access to these courses for:

- **90 hours per year in grades 1–6**
- **75 hours per year in grades 7–9**
- **125 hours per course in grades 10–12.**

Second Language Programs in Languages Other than English or French

A "second language course" means a course in which the second language is studied as a subject for the purpose of developing communication skills and cultural awareness.

Second language courses, for senior high school, have been developed provincially for Blackfoot, Cree, German, Italian, Japanese, Latin, Spanish and Ukrainian.

The Blackfoot and Cree, ECS to Grade 9, Language and Culture programs are intended for students beginning their study of these languages in Grade 1; however, both these programs may be adjusted to meet the learning needs of students who commence their studies in junior high school. Separate Blackfoot 10–20–30 and Cree 10–20–30 programs are also available to high school students.

A two-year, junior high program is available in German. A Ukrainian as a Second Language program is available for students beginning the study of this language in Grade 7.

Locally Developed Second Language Courses

Locally developed/acquired and authorized courses in second languages are also available. Refer to the Locally Developed/Acquired and Authorized Junior and Senior High

School Complementary Courses policy in the *Alberta Education Policy, Regulations and Forms Manual*, the *Language Education Policy for Alberta,* 1998, or contact the Curriculum Standards Branch for more information.

Integrated Occupational Program

The Integrated Occupational Program (IOP) is a five-year program that begins in the Grade 8 year of schooling and continues through the Grade 12 year of schooling.

The IOP is intended for students who require an integrated program that enhances their academic and occupational competencies as well as their ability to enter into employment and/or continuing education and training. The program provides students with opportunities to acquire, consolidate and expand on knowledge, skills and attitudes necessary for successful transfer to regular programs or for progression through the IOP.

The Integrated Occupational Program is available to students in grades 8, 9, 10, 11 and 12 in jurisdictions that choose to offer the program. Certificates of Achievement are awarded to successful graduates of the program. Most students entering the senior high IOP will have completed the junior high IOP. However, students may enter the Integrated Occupational Program in their Grade 10 year.

The following criteria have been established, which, taken together, may help determine student eligibility for the Integrated Occupational Program.

- Age: Students must be 12 years and six months of age or older as of September 1 of the current school year and be entering their Grade 8 year.
- Achievement: Candidates for the Integrated Occupational Program have a range of abilities and interests. They demonstrate reading, writing, computational and other levels of achievement below those of their age peers. The differences in their achievement tend to make it difficult for them to experience success in a diploma program.
- Related Factors: Some of the factors that should be considered are: behaviour, motivation, emotional makeup, psychomotor coordination, work habits, attendance, persistence.
- Learning Styles: Candidates benefit from concrete learning experiences.

IOP academic courses focus on the development of knowledge, skills and attitudes necessary for everyday living at home, in the community and on the job. IOP occupational courses provide students with the opportunity to apply the knowledge, skills and attitudes developed in academic courses and, at the same time, prepare them for entry-level job opportunities in eight occupational clusters.

The eight occupational clusters are: agribusiness, business and office operations, construction and fabrication, creative arts, natural resources, personal and public services, tourism and hospitality, and transportation. Community partnerships are integral to all IOP courses. See Off-campus Education in this section of the guide.

More information is provided in the *Integrated Occupational Program Information Manual for Administrators, Counsellors and Teachers*, 1994; in the *Alberta Education Policy, Regulations and Forms Manual*; and in the *Funding Manual for School Authorities: A Manual for School Jurisdictions, Private Schools and Private ECS Operators.*

Junior High IOP Core and Occupational Courses

A student shall have access to a minimum of 950 hours of instruction at Grade 8 and Grade 9.

- The recommended time allotment for Integrated Occupational Program (IOP) courses is:

Minimum Core Time	575	hours per year
Minimum Occupational Courses Time	225	hours per year
Unspecified Core and/or Occupational Courses Time	150	hours per year
Minimum TOTAL Instructional Time	**950**	**hours per year**

- The IOP Occupational Courses component consists of Business Education, Personal and Public Services, and Technical/Occupational courses. Both Grade 8 and Grade 9 instruction are to include at least two of these three occupational components.
- Unspecified time of 150 hours may be used to provide additional instructional time in the IOP academic core courses and/or the occupational courses.

Senior High IOP Courses

Although academic courses in the Integrated Occupational Program are designated 3-credit courses, schools are encouraged to provide more instructional time than would normally be allocated for a 3-credit course, if this would help to ensure student success.

Some students in the Integrated Occupational Program may wish to transfer to the Alberta High School Diploma route. Should this transfer occur, 10 credits in a 36-level course from any occupational cluster will satisfy both of the 10-credit requirements for the Alberta High School Diploma. Students who transfer to the Alberta High School Diploma route must satisfy the requirements as outlined in the Senior High School Graduation Requirements section. Within the senior high school Integrated Occupational Program, transfer may occur following successful completion of 16-, 26- or 36-level courses.

Locally Developed/Acquired and Locally Authorized Junior and Senior High School Complementary Courses[1]

Alberta Education supports the local development and authorization of junior high school and senior high school complementary courses, which do not duplicate provincially authorized courses, to further develop and cultivate the unique interests and abilities of students, to foster educational improvement and excellence through innovation at the local level to meet the unique needs of a local community.

In developing/acquiring instructional materials, school boards should take into account such criteria as curriculum fit, criteria for promoting respect and understanding, appropriateness for student developmental stages and criteria for instructional design.

Instruction in a locally developed course being offered for credit should not commence without the prior approval of the local school authority.

Prior to submitting a course outline to the school authority for approval, the course outline will be forwarded to the Director, Curriculum Standards Branch, for review regarding overlap with provincially authorized curriculum. The review documentation, along with the course outline, shall be filed with the school authority as it considers course approval.

[1] The waiver prerequisite provision does not apply to any locally developed/acquired and authorized senior high school optional courses.

School authorities shall then forward all completed authorizations and course outlines of credit courses (including second language courses) to the Director, Curriculum Standards Branch, by May 31 for implementation in the first semester of the following school year, or by December 31 for implementation in the second semester of the same school year. Alberta Education will keep these on file and maintain a locally developed/acquired courses database.

All school authorities wishing to continue offering a locally authorized course shall reauthorize their locally developed/acquired courses or programs every three years. Reauthorizations do not require a review for overlap by the Curriculum Standards Branch.

School authorities will inform the Director, Curriculum Standards Branch, of all locally developed/acquired course reauthorizations (including second language courses). New board motions for these reauthorizations will also be forwarded to the Director, Curriculum Standards Branch, for all courses (including second language courses).

For more information on locally developed/acquired and locally authorized junior and senior high school complementary courses, refer to the *Alberta Education Policy, Regulations and Forms Manual.*

List of Courses

For a complete list of all the locally developed/acquired and locally authorized courses in the province, contact the Curriculum Standards Branch.

International Baccalaureate

Local school authorities offering the International Baccalaureate program are permitted to develop and locally authorize these courses. Only those schools offering the International Baccalaureate program are permitted to use these courses.

Religious Studies

Local school authorities requiring the authorization or reauthorization of religious studies courses are to continue following the Locally Developed Religious Studies Courses policy. **A description of each course**, as outlined in Procedure 5 of the Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses policy,

contained in the *Alberta Education Policy, Regulations and Forms Manual*, **will be forwarded to the Director, Curriculum Standards Branch**.

School authorities wishing to offer locally developed religious studies courses for credit should refer to the Locally Developed Religious Studies Courses policy. These courses continue to **require Ministerial Authorization**.

All school authorities wishing to continue offering locally developed religious studies courses for credit shall submit their requests for reauthorization to the Director, Curriculum Standards Branch, every three years.

Music—Private Study

When a student requests music credits for private study, in voice or an instrument, a principal may grant 5 credits for each of:

- Choral Music 10 for voice or Instrumental Music 10 for an instrument
- Choral Music 20 for voice or Instrumental Music 20 for an instrument
- Choral Music 30 for voice or Instrumental Music 30 for an instrument.

Students are not to receive credits for both school music and music by private study when those programs are both instrumental or both choral [voice]. The maximum credits a student can earn in either a Choral Music 10–20–30 program or an Instrumental Music 10–20–30 program is fifteen. For example, a student cannot earn 15 credits in instrumental school music and another 15 credits in instrumental private study. This does not affect locally developed/acquired and authorized courses.

Credits for work in private music study completed in previous years may be applied to courses in advance of the student's current grade level.

If a student presents an official transcript verifying that he or she has achieved the learner outcomes required for the equivalent of Grade 12 credit, the principal is to recommend the awarding of a maximum of 15 credits in music (5 each for Grade 10, Grade 11 and Grade 12), whether or not the student has documentation for all the required components for equivalent credits for Grade 10 and Grade 11.

Similarly, if a student has achieved the learner outcomes required for Grade 11 equivalency, the principal is to recommend the awarding of 10 credits in music (5 each for Grade 10 and Grade 11). The chart, which follows, provides the information necessary for principals to recommend credits for music taken by private study.

The principal is to evaluate the documents, using the High School Evaluation Report form, or electronically, to the Educational Information Exchange. To obtain credit, students are to have passed both the practical and the theory components listed in the chart for that grade level.

Marks submitted by schools to Alberta Education should be calculated for each grade level as follows:

Practical Component (Grade Level)	–	70% of mark submitted
Other Components (Theory)	–	30% of mark submitted

Note: Principals are to recommend credits only on the basis of official transcripts as issued by the Western Board of Music, the Royal Conservatory of Toronto or Mount Royal College, Calgary. Diplomas, photocopies of diplomas or photocopies of transcripts are themselves insufficient for evaluation purposes.

In those instances where a student does not provide an official transcript for each lower grade level being evaluated, the principal is to report a mark of "P" or "pass," rather than a percentage score, when recommending the awarding of waived credits.

COURSES FOR WHICH CREDITS MAY BE RECOMMENDED FOR MUSIC TAKEN BY PRIVATE STUDY
Revised 1993

		Grade 10	Grade 11	Grade 12
Western Board of Music	Voice❶	Grade 6 + Theory II	Grade 7 + Theory III	Grade 8 + Theory IV
	Electronic Organ, Pipe Organ, Organ	Grade 6 + Theory II	Grade 7 + Theory III	Grade 8 + Theory IV
	Piano, Strings❷	Grade 6 + Theory II	Grade 7 + Theory III	Grade 8 + Theory IV
	Woodwind,❸ Brass,❹ Percussion, Recorder	Grade 3 + Theory II	Grade 5 + Theory III	Grade 7 + Theory IV
Royal Conservatory of Toronto	Voice❶	Grade 6 + Theory I	Grade 7 + Theory II	Grade 8 + Theory II
	Piano, Strings,❷ Accordion, Guitar	Grade 6 + Theory I	Grade 7 + Theory II	Grade 8 + Theory II
	Woodwind,❸ Brass,❹ Percussion, Recorder	Grade 4 + Theory I	Grade 6 + Theory II	Grade 8 + Theory II
Mount Royal College, Calgary	Voice❶	Grade 4 + Theory I	Grade 6 + Theory II	Grade 8 + Theory II
	Piano, Strings❷	Grade 6 + Theory I	Grade 7 + Theory II	Grade 8 + Theory II
	Woodwind,❸ Brass,❹ Percussion	Grade 4 + Theory I	Grade 6 + Theory II	Grade 8 + Theory II

❶ All voice courses count as Choral Music 10–20–30 respectively for high school credits. All other courses are to be used for Instrumental Music 10–20–30 respectively.

❷ Strings include violin, viola, violoncello and double bass only.

❸ Woodwind includes flute, oboe, bassoon, clarinet and saxophone only.

❹ Brass includes trumpet, horn (French horn), trombone, euphonium and tuba only.

Off-campus Education

Alberta Education's three-year business plan encourages schools and teachers to take advantage of different delivery options, such as distance education and workplace learning. The Off-Campus Education policy supports efforts made to enhance and expand learning through the use of community resources. The policy includes a number of programs and a range of instructional and delivery strategies, and it replaces two previous policies; Off-Campus Vocational Education, and Work Experience Education. The Off-Campus Education policy:

- supports the use of off-campus initiatives across the curriculum; that is, courses and course components in both core and optional subject areas
- supports the issuing of high school credit for workplace learning that is approved by the school and by the employer.

Specific procedures and legislation about off-campus education programs are provided in the *Off-campus Education Guide for Administrators, Counsellors and Teachers*, 1997 and the *Alberta Education Policy, Regulations and Forms Manual.*

The off-campus policy includes the following categories:

- Integrated Occupational Program
- Registered Apprenticeship Program
- Work Experience 15–25–35.

Program components include:

- community partnerships
- job shadowing
- job sharing
- mentorships
- work study.

Registered Apprenticeship Program

The Registered Apprenticeship Program (RAP) is a program in which students spend part of their time in school and part of their time in industry as registered apprentices in one of Alberta's 50 designated trades.

Information about RAP may be obtained from the Curriculum Standards Branch or from the nearest Career Development Centre of the Apprenticeship and Trade Certification Branch, Alberta Advanced Education and Career Development. Additional information, course sequences and course codes for RAP are contained in Appendix 2.

Work Experience 15–25–35

Work experience education is addressed in the Off-Campus Education policy:

1. Each of the Work Experience 15–25–35 courses, at each level, may be offered for 3, 4, 5, 6, 7, 8, 9 or 10 credits. For students who entered Grade 10 from September 1994 onward, the number of work experience credits that may count toward a diploma is limited to 15.

2. Career Readiness courses, available as components of the Career Transitions strand within the Career and Technology Studies program, are linked to the Work Experience 15–25–35 courses, as follows.

   - The introductory course, CTR1010: Job Preparation, is a required component of, but in addition to, the first work experience course taken by a student.
   - The intermediate course, CTR2010: Job Maintenance, is a recommended component of the second work experience course taken by a student.
   - The advanced course, CTR3010: Preparing for Change, is a recommended component of the third work experience course taken by a student.

The following procedures associated with previous work experience education courses are retained.

- Each work experience course is to be time-based; i.e., 25 hours per credit. Three-credit courses will be offered for 62.5 hours and funded at 2.5 credit enrollment units.
- A student may enrol in Work Experience 35 without having completed Work Experience 15 and/or Work Experience 25.
- A student completing Work Experience 35 for 10 credits will have met the "10 credits in any 30-level courses" graduation requirement for the Alberta High School Diploma.
- The provision of credits for waived prerequisite courses, as outlined in this guide, does not apply to Work Experience 15–25–35. Nor does the course challenge provision apply.

Learning Plans

The board shall be responsible for ensuring that course content, where available, is followed and where necessary, developed; and that **off-campus education courses approved by the board shall specify learner expectations for each student**, as covered in Procedure 3 and Procedure 4 of the Off-Campus Education policy.

It is recommended that learning plans be developed for students enrolled in a work experience course through consultations among the teacher, student and employer.

A summary of competencies for each participating student outlines for employers the expectations that go along with participation in the program. It is recommended that the teacher sit down with the employer and attempt to "flesh out" in writing what kind of tasks the student is expected to perform, and that the on-site supervisor [employer] evaluates student performance in conjunction with the teacher.

Sample Learning Plan Templates are provided in the *Off-campus Education Guide for Administrators, Counsellors and Teachers,* 1997.

Reporting Work Experience Credits

When schools report work experience marks and credits to the Educational Information Exchange, they are to report the marks and credits given for career transitions courses separately as career and technology studies. For example, a student who took work experience for 6 credits, which included the CTR1010 course, should be reported as having taken a 1-credit CTS course and a 5-credit Work Experience 15 course.

Work Study/ Community Partnerships

Work study and community partnerships are components of other courses integrated into the teaching and experiential learning activities under the cooperative supervision of teacher–coordinators and employers.

Community partnerships included in the Integrated Occupational Program are addressed in the *Integrated Occupational Program Information Manual for Administrators, Counsellors and Teachers,* 1994.

Work Study

Work study education provides an opportunity for junior and senior high school students to apply the knowledge, skills and attitudes they have acquired in course work to real-life situations through a school–community partnership arrangement.

Work study includes experiential learning activities undertaken by a student:

- as an integral part of an approved school course or program
- under the cooperative supervision of the subject area teacher–coordinator and the employer.

It is recommended that junior high school work study take place between 8:30 AM and 4:30 PM, Monday through Friday.

Community Partnerships

Community partnerships are based on the belief that educators can enhance student learning experiences by bringing the community into the school and by placing students out into the community.

Using the expertise, talent and resources of community-based service organizations and agencies, and of business, industry, citizen groups and parents, schools can enrich the educational experiences of students. School authorities are encouraged to develop policies respecting community partnerships and business involvement in education. Also see Partnerships between School and Community under the General Principles for Effective Programming in the Vision, Mission, Principles and Basic Education section.

Students may be introduced to the concept of community partnerships through such activities as:

- inviting members of the community into the school as guest speakers or to give demonstrations
- involving community members in special events, such as career days or education week
- touring local businesses and industries
- sharing resources, such as films, videos, booklets, pamphlets, equipment or specialized laboratory facilities
- participating in programs, such as work study, job shadowing or mentorships
- participating in community service activities.

Physical Education

As an integral part of the well-balanced physical education program, activities should be selected to contribute to the attainment of the learner outcomes.

Exemptions—Junior and Senior High Schools

In the following specified circumstances, however, exemptions may be warranted from one or more dimensions of a physical education course.

Category	Conditions for Exemption	Procedures	Alternative Experiences
INDIVIDUAL	Religious beliefs	• Statement in writing from parent to principal.	• When exemption is granted, alternative activities consistent with the goals and objectives of the specific dimension should be substituted, where appropriate.
INDIVIDUAL	Medical	• Certification to principal by medical practitioner with statement of activities in which the student is not able to participate.	
CLASS, GRADE OR SCHOOL	Access to facilities	• Initiated by local school authority or parent. • Approved by local school authority.	

Exemptions—Senior High School

When a Grade 10 student is unable to meet the requirement for Physical Education 10 for medical reasons, every effort should be made to meet this requirement in Grade 11 or Grade 12.

Notice of a student's exemption from Physical Education 10 is to be reported by the principal, on the High School Course Reporting form, or by using a Completion Status of EXP electronically, to the Educational Information Exchange, by April 30 in the year of the student's anticipated graduation.

Students exempted from the Physical Education 10 requirement are still to present the total number of credits required for graduation.

Home Education

The results for Physical Education 10, taken through a home education program, may be submitted to Alberta Education as a pass or as a fail.

Religious Studies

Religious studies may be offered at the discretion of the school board under section 33 of the *School Act*.

School authorities wishing to offer locally developed religious studies courses for credit . . . require Ministerial Authorization.

For more information, see the policy on Locally Developed Religious Studies Courses in the *Alberta Education Policy, Regulations and Forms Manual*.

Special Education

Alberta Education supports the education of students with special needs. Section 28 of the *School Act* requires that school boards provide each resident student with an education program. Section 29(2) states that students with special needs are entitled to have access to special education programs consistent with their needs. School boards are responsible for assessing student needs and identifying appropriate programs.

A special education program:

- is based on an individual program plan (IPP); all students with special needs, including students who are gifted and talented, require IPPs
- may be provided in a variety of settings, including the regular classroom
- is based on, and modified by, the results of continuous assessment and evaluation
- provides for instruction appropriate to individual learning levels.

Students with special needs may require changes to:

- the regular curriculum
- staffing
- instructional and evaluation strategies
- materials and resources
- facilities or equipment.

The *Alberta Education Policy, Regulations and Forms Manual* includes policies relating to special education:

- Policy 1.6.1, Educational Placement of Students with Special Needs
- Policy 1.6.2, Special Education
- Policy 1.8.1, Services for Students and Children
- Policy 3.5.1, Review by the Minister
- Policy 3.5.2, Special Needs Tribunal
- Policy 3.6.4, Resident Students of the Government
- Policy 3.6.5, Students in Institutions.

Students with special needs taking curriculum courses for credit will be expected to meet those course requirements. **Where a student with a special need is unable to attend school for the required hours of instruction, the superintendent shall inform the Regional Office Branch of the reduction and the circumstances making the reduction necessary.**

For more information regarding special education programs and resources, contact the Special Education Branch.

Program Information

The *Guide to Education for Students with Special Needs*, 1997:

- describes legislation, policy and funding related to educating students with special needs
- outlines Alberta Education's program delivery requirements and expectations
- supports Alberta Education's objective of providing consistent direction, while supporting flexibility and discretion at the local level.

The series *Programming for Students with Special Needs* includes practical suggestions about instructional strategies, classroom management, preparing individualized program plans, understanding the nature of special needs, and the availability of special education resources.

The annual *Teacher Resources Catalogue* lists resources that support the implementation of special education programs. The catalogue, and the *Guide to Education for Students with Special Needs*, are available on the Alberta Education web site under Students and Learning.

Special Projects Credits

Special projects credits are designed to recognize work undertaken by students on an individual or small group basis and should not be used as a means of offering credits for unapproved courses. Students may enroll in Special Projects 10, 20 or 30. Special Projects 20 and Special Projects 30 do not have prerequisites.

Purpose

Special projects serve two major functions.

- Students become involved in the selection, planning and organization of their own programs.
- Students pursue activities in which they have considerable interest or ability but which are not within the scope of the regular curriculum or the programs being offered in the school.

Procedures

Requirements for special projects[1] credits are:

- **Each project shall be carried out under the supervision of a teacher.**
- **Students are required to submit a clearly planned proposal to the principal for approval.** The proposal should include:
  - a description or outline of the project
  - the number of hours of work expected to complete the project
  - a method by which the project is to be carried out
  - a description of the expected result
  - the evaluation procedures as outlined by a teacher
  - an expected completion date
  - the name of the supervising teacher.
- **The principal shall retain a copy of each special project proposal until the project is completed.**
- **The content of the special project need not be related to a specific school subject.**
- **If a special project is related to a specific school subject, the content of the project shall be distinct from and in addition to regular course requirements.**
- **Projects shall be completed and reported to the principal prior to the conclusion of the semester or full term.**

[1] 4-H projects may qualify as special projects as long as they meet the requirements indicated. A student may not present a 4-H finished project for credit, without following the requirements indicated.

- **Where a project takes a student off campus, the provisions of the Off-Campus Education policy (see *Alberta Education Policy, Regulations and Forms Manual*) shall apply.**
- **Special projects credits may be applied toward the Alberta High School Diploma.**
- **Students who successfully complete projects are granted 3 credits for 62.5 hours of work or 5 credits for 125 hours of work in any one semester, or full term on the approval of the principal. Three-credit special projects courses will be funded at 2.5 credit enrollment units.**
- **School jurisdictions shall develop policies to ensure overall consistency and standardization of procedures governing special projects in their schools. Evaluation and reporting procedures should be included in the policy.**

Restrictions on special projects are:

- **Special projects credits shall not be awarded for student activities that would be considered a normal part of extracurricular or cocurricular activities generally offered by a school; e.g., school team sports, school newspaper, yearbook.**
- **In instances where a student enrolls in more than one special project, credits shall not be approved unless the projects vary substantially from year to year or demonstrate increased levels of proficiency.**

Transfer Points

Provincially developed programs are designed to accommodate transfer between course sequences at particular points. Also see under Course Sequence Transfer in the Awarding Course Credits section.

Special circumstances may warrant student transfer at other points in the curriculum; however, the standard transfer points are as follows for:

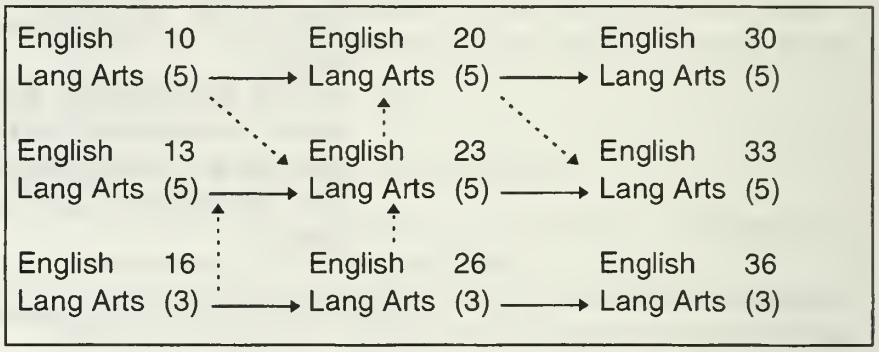
- English Language Arts Program
- French as a Second Language Program
- Mathematics Program
- Science Program
- Social Studies Program
- IOP, Occupational Component to Career and Technology Studies Courses.

Students generally take the prerequisite in a course sequence; e.g., English Language Arts 10–20–30. This route is

designated by solid arrows. However, Alberta Education recognizes that students may transfer between course sequences and these recommended routes are designated by broken arrows.

The local school authority shall have a policy that states clearly the criteria to be met by a student who wishes to change program routes.

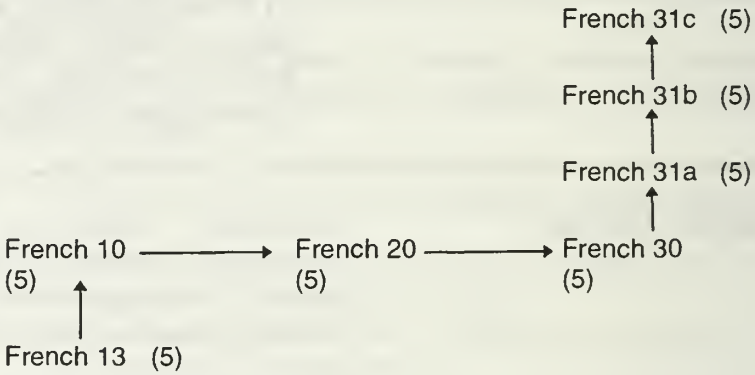
English Language Arts Program



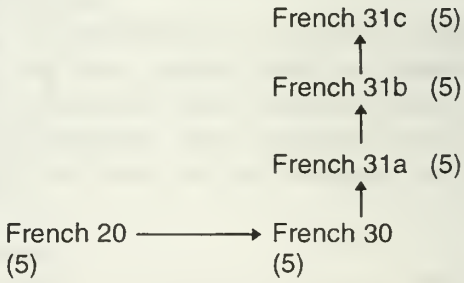
Note: English Language Arts 30 and English Language Arts 33 may be taken in the same semester. If this occurs, it is the responsibility of the student to ensure that appropriate arrangements are made to write both diploma examinations.

French as a Second Language Program

1. For Students Commencing French in Senior High School



2. For Students Who Have Completed the Beginning Level Prior to Grade 10

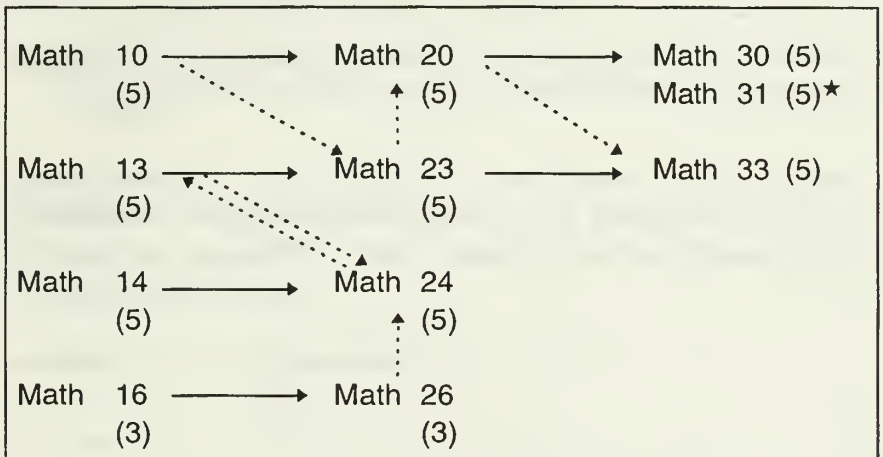


3. For Students Who Have Completed the Beginning Level and the Intermediate Level Prior to Grade 10

French 31c (5)
↑
French 31b (5)
↑
French 31a (5)

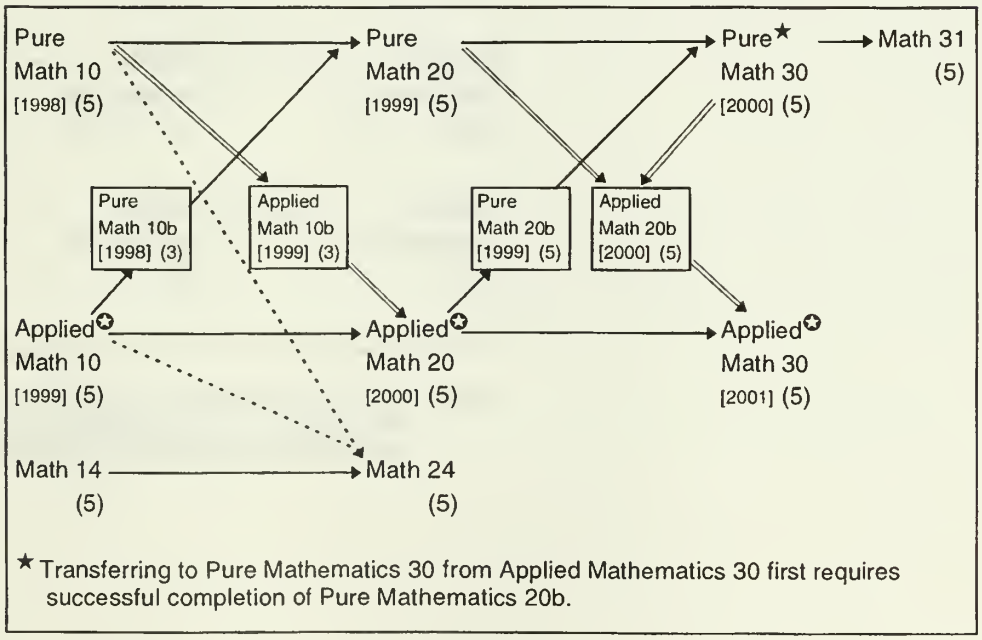
Mathematics Program

For Students Entering Grade 10 Prior to September 1998



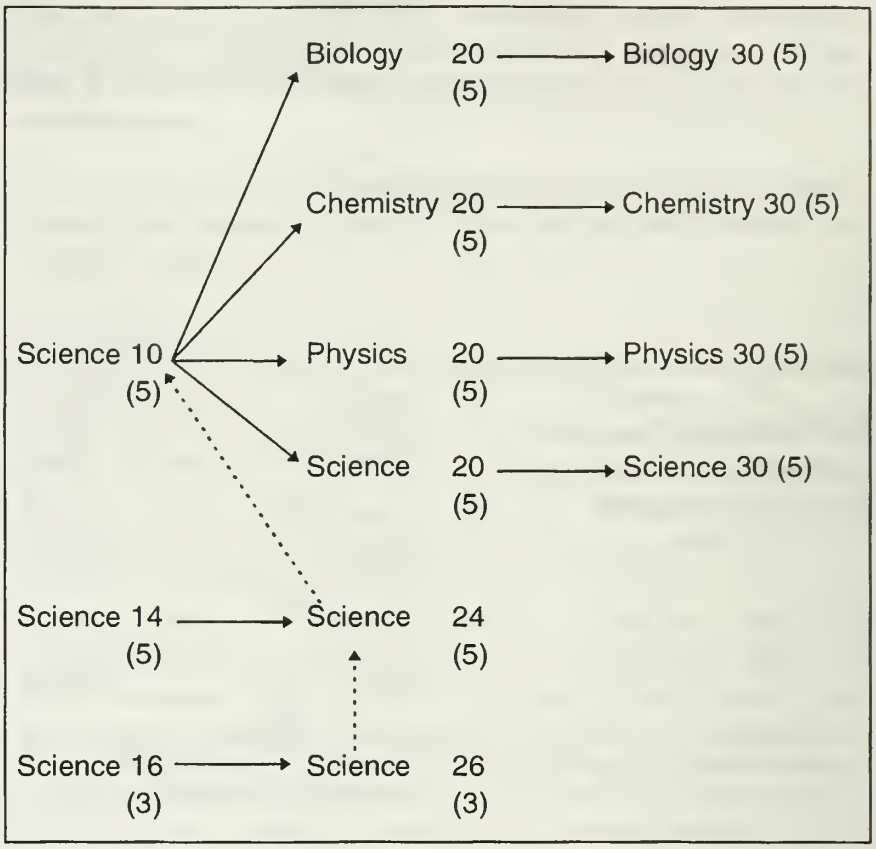
Note: Mathematics 30 and Mathematics 33 may be taken in the same semester. If this occurs, it is the responsibility of the student to ensure that appropriate arrangements are made to write both diploma examinations.

For Students Entering Grade 10 in September 1998 and Subsequent School Years

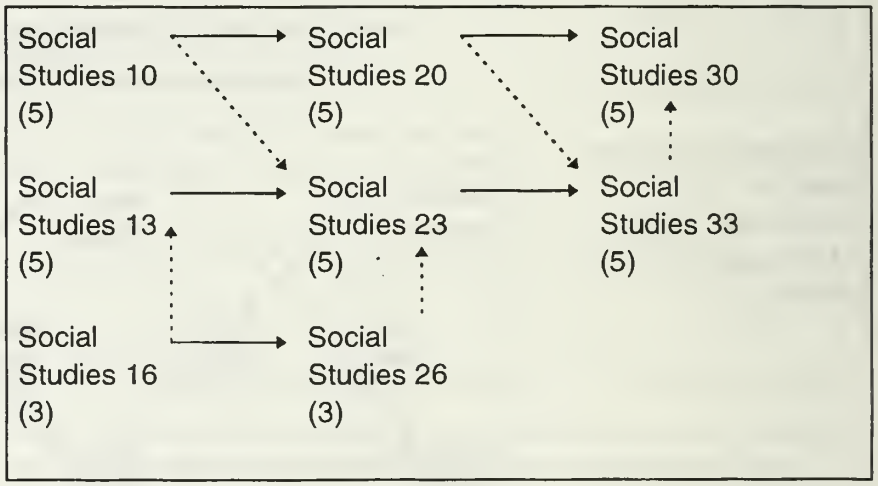


✪ These courses may be implemented on an optional basis in the year prior to provincial implementation.

Science Program

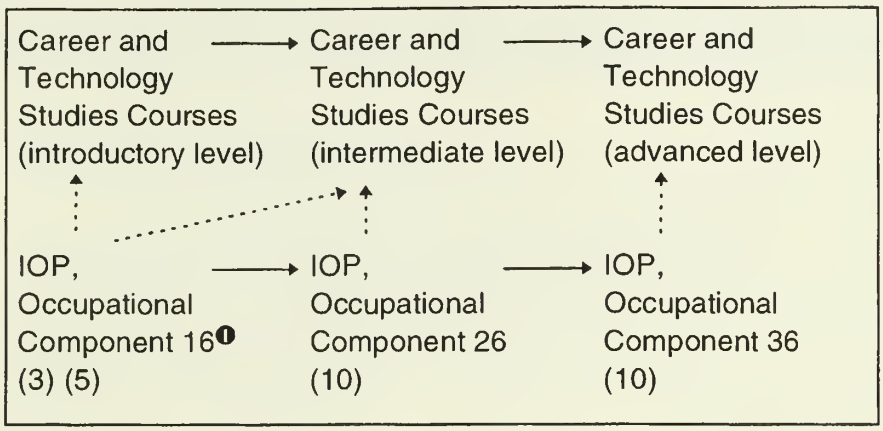


Social Studies Program



Note: Social Studies 30 and Social Studies 33 may be taken in the same semester. If this occurs, it is the responsibility of the student to ensure that appropriate arrangements are made to write both diploma examinations.

IOP, Occupational Component to Career and Technology Studies Courses



❶ Transfer from a 16-level occupational course directly to an intermediate-level career and technology studies course may be considered where there is content relevancy.

Administrators are referred to the Senior High School Graduation Requirements section in this document for more information regarding student transfer to the Alberta High School Diploma route.

PROGRAM ADMINISTRATION: Instructional Delivery

Distance Learning

In June of 1997, Alberta Education transferred the instructional services of the Alberta Distance Learning Centre (ADLC) to the Pembina Hills Regional Division No. 7. The name Alberta Distance Learning Centre was retained when it became part of Pembina Hills. The ADLC continues to operate from its present locations in Barrhead, the Edmonton Centre and the Calgary Centre.

Alberta Education continues to design, develop and produce distance learning courses and courseware through the new Learning Technologies Branch (LTB). See Learning Technologies in this section of the guide.

Educational Information Exchange

The Educational Information Exchange (EIE) collects, maintains and distributes basic data on all Alberta students. Jurisdictions are to register all students in ECS to Grade 12 by sending an electronic file to the EIE. Refer to the Schedule of Activities documentation available from the EIE.

Students taking continuing education programs or summer school courses for high school credit also are to be registered with the EIE.

For more information, contact the Educational Information Exchange.

Guidance and Counselling Programs and Services

The comprehensive school guidance and counselling program is centred on helping individual students meet their growth and developmental needs—educational, personal, social and career. Delivery of these programs is collaborative and multidisciplinary, involving the school counsellor and other school staff. Program success is based on a close partnership among school, home and community. The four components of the comprehensive approach are:

- developmental guidance instruction
- individual student planning
- responsive services
- school/community support.

School boards, private schools and charter schools are expected to implement the *Comprehensive School Guidance & Counselling Programs and Services: Guidelines for Practice—A Program Development and Validation Checklist*, 1997, which reflects the content of the comprehensive approach to guidance and counselling in schools. Schools and school jurisdictions are expected to use the guidelines to monitor and evaluate their guidance and counselling programs and services.

Learning Technologies

Alberta Education continues its responsibility for the design, development, production and distribution of distance learning courses.

The Learning Technologies Branch (LTB) is responsible for providing leadership and consultation in the identification, development, implementation and evaluation of effective distance learning strategies and techniques in Alberta schools. The following are some of the LTB services:

- providing workshops and seminars to groups establishing distance learning networks and consortia
- assessing developments in technology, telecommunications networking, database access, hardware and software
- maintaining liaison with suppliers of materials for use in distance learning
- designing and developing education technology products used to deliver instruction in distance learning courses.

Native Education

Native people throughout the province have indicated that they want their children to complete regular school requirements and achieve the same standards set for all students.

To support the learning of Native students, schools are encouraged to use learning resources that give attention to Native heritage perspectives. Basic and other classroom resources (print and video), as well as a teacher resource catalogue and Native language programs, have been developed by the Native Education Project.

Alberta Education's policy on Native education states that all students in Alberta should understand and be aware of Native cultures, lifestyles and heritage. Native issues and culture may be explored in social studies, art, drama, science and other areas of the curriculum. Students, teachers and administrators may also explore Native issues in Alberta through a locally developed and/or authorized Native studies course. *Native Education in Alberta's Schools: Policy Statement on Native Education in Alberta*, 1987, is available free from the Native Education Project.

Both provincially authorized and locally authorized Blackfoot and Cree language and culture courses are offered in the province.

More information on these courses is available from the Curriculum Standards Branch or the *Alberta Education Policy, Regulations and Forms Manual.*

School Library Program

Students in Alberta schools should have access to an effective school library program that is integrated with instructional programs. Such programs improve student opportunities for achieving a basic education as outlined in the Vision, Mission, Principles and Basic Education section of this guide.

In an integrated school library program, the services and activities are not peripheral or supplementary to the school's instructional program; they are an essential and dynamic part of it. The integrated library program widens, deepens and personalizes learning by involving students in the planned and purposeful use of resources. The resources are designed to help students expand their ability to find, generate, evaluate and apply information. These information skills will, in turn, prepare students to function effectively as individuals and as full participants in society.

Student learning experiences should integrate information retrieval and research skills. These skills are best learned within the curriculum. To promote integration, opportunities for cooperative planning between teachers and teacher–librarians should be provided.

An integrated school library program attends not only to its formal instructional role, but also to its function as a centre for informal learning. As a resource centre, the school library should be a place where students can pursue their individual educational interests.

For more information, refer to *Focus on Learning: An Integrated Program Model for Alberta School Libraries*, 1985, and *Focus on Research: A Guide to Developing Students' Research Skills*, 1990.

Use of Human Tissue and Fluid in Educational Programs

Alberta Education firmly believes that the safety and well-being of students, teachers and other school staff should be a first consideration in the selection of materials for study. Therefore, all activities involving the extraction and analysis of samples of human fluid or tissue are prohibited in Alberta schools. Information regarding this topic is provided in *Clarification of Statements Prohibiting the Use of Human Body Substances in the Alberta Science Curriculum*, 1988.

Student Achievement ECS to Grade 9

Purpose of Assessment

A comprehensive assessment program provides relevant data for all important educational decisions related to learning, instruction, program improvement and public accountability.

The assessment of student progress in relation to the outcomes outlined in the programs of study is important for the following reasons.

- The information on student progress is essential so that teachers can change or refine instructional plans to ensure learning activities are appropriate for all students.
- The information is required for reporting student progress clearly to students, parents and others.
- The information is used in decisions regarding student placement.
- The information is required for evaluation of program effectiveness and for revision of programs to improve student learning.

Assessment as a Guide for Learning and Instruction

The assessment of student progress serves as a guide for learning and instruction. Knowledge about each student's current level of achievement is essential for matching learning activities to learning needs.

This information should be collected in a variety of ways to provide feedback that is useful to student and teacher alike. To be most useful, the assessment process should have the following characteristics.

- It should be part of instruction, with the methods and instruments varied, and done in a variety of contexts.
- It should be an ongoing process rather than a set of isolated events.
- It should focus on a broad range of abilities, reflecting multiple dimensions of skill development.
- The measures should be appropriate to the student's development and cultural background.
- It should be constructive. It should focus on what the students can do, and not on what they cannot do. It looks for student's strengths and through that encourages further learning by creating a positive atmosphere and positive self-images.
- It should involve students in their own assessment. This gives them responsibility for their own learning and fosters lifelong learning.

Diagnostic Approaches

The terms diagnostic instruction and diagnostic teaching cycle are often used to refer to instruction that is closely linked to assessment. Diagnostic instruction provides a means to ensure that learning difficulties are recognized early and that students receive the help they need. It also provides a means of confirming student learning so that more challenging activities can be provided as students become ready.

Diagnostic approaches to instruction are especially useful in the key areas of language arts and mathematics. To assist teachers in applying diagnostic techniques to these program areas, Alberta Education has developed the following service materials.

- *Diagnostic Reading Program* (Grade 1 to Grade 6)
  Resource materials include assessment instruments and descriptions of evaluation and instructional strategies.

- *Diagnostic Mathematics Program* (Grade 1 to Grade 6)
  Resource materials provide guidance in the use of manipulatives, individual interviews and small group activities. The activities serve as a basis for both evaluation and instruction.

- *Evaluating Students' Learning and Communication Processes* (Grade 7 to Grade 10)
  Resource materials provide a strategy for evaluating student skills in six communication processes: exploring, narrating, imagining, empathizing, abstracting and monitoring. To demonstrate these processes, diagnostic teaching units have been developed in language arts (Grade 7), social studies (Grade 7, Grade 8 and Grade 9), and science (Grade 7 and Science 14).

Assessment as the Basis for Communicating Individual Student Achievement[1]

When students are placed in age appropriate groups for instruction, parents can become confused about the distinction between the grade in which their child is placed (the instructional group) and the grade level of the various subject areas at which their child is actually working; e.g., the child is placed in a Grade 4 class but is working at approximately the Grade 3 level in language arts. Where such confusion exists, parents can misinterpret information regarding their child's progress. They may think that indications of satisfactory progress are made with reference to the instructional group the child is in rather than to the actual grade level at which the child is working. The policy on Assessment as the Basis for Communicating Individual Student Achievement is intended to reduce this type of confusion and to support the professional responsibilities of teachers to provide clear communication in describing student progress.

Teachers shall ensure that information is made available to parents about:

- **what their child knows and can do in the programs she or he is studying**
- **how well their child is doing in those programs**
- **the grade level(s) the child has achieved in relation to the grade levels of the provincial programs of study for language arts, mathematics, science and social studies.**

The policy does not restrict the communicating of achievement to written reports, nor does it require schools to use a particular type of instructional grouping or placement policy.

[1] This also applies to students on home education programs.

Teachers should communicate the grade levels at which they judge a student to be working, in at least the four specified subject areas of the curriculum. The basis for their professional judgement in these matters also needs to be clear so that parents can readily understand how student learning has been assessed.

Principals determine how to implement this policy, in consultation with teachers, parents and school councils and in a manner consistent with any related school jurisdiction policies. The communication can take place in a wide variety of ways, including parent–teacher conferences, assessment portfolios, report cards or student work samples. An individual program plan (IPP) is a method often used by teachers when there is a large gap of several grades between a student's level of achievement and that student's grade placement. Whatever methods are chosen for implementing this policy, often face-to-face methods are the most successful for achieving clear and open communications.

All of the assessment information should be shared, not only with parents, but also with students when it is in the students' best interest to do so. Communicating with students about their levels of achievement is particularly important when students are planning their future courses and making program choices.

To assist teachers in assessing student achievement in relation to provincial standards, Alberta Education has developed classroom assessment materials for teachers' discretionary use in language arts, mathematics, science and social studies in grades 1, 2, 4, 5, 7 and 8. These materials are available for purchase from the Learning Resources Distributing Centre.

Provincial Achievement Testing Program

The provincial achievement tests measure key knowledge and skills in language arts, mathematics, social studies and science. They are based on what students are expected to know and be able to do as set out in the programs of study.

All students in the appropriate grades are expected to write the annually administered achievement tests. Language arts and mathematics are assessed at grades 3, 6 and 9. Social studies and science are assessed at grades 6 and 9. The tests reflect a common provincial standard for students in a grade; and

- special materials and provisions are available for students with learning disabilities or physical disabilities to provide them with the opportunity to do their best

- there are French versions of the mathematics, science and social studies achievement tests, and French language arts tests for francophone and French immersion students
- every effort is made to ensure that the tests show respect for cultural diversity and do not bias the performance of particular groups of students
- results are reported in such a way as to encourage improved learning, while minimizing possible harmful effects of testing for individual students. The number of students who achieve the acceptable standard and the standard of excellence are reported to facilitate interpretation of local results and to enable comparisons of local results to provincial standards. Group results for fewer than five students are reported to the jurisdiction and the school but are not reported publicly. Alberta Education encourages comparisons of local results with provincial standards, not comparisons of individual scores with provincial averages or with other students' scores.

The schedule for administering achievement tests is mandated by the province and communicated to schools early in the school year. Information about student achievement is provided to jurisdictions and schools, parents, and the public so that they may know how well students in their schools are meeting local targets and provincial expectations. The document *Guidelines for Interpreting and Using Provincial Achievement Tests* is produced each year.

For more information on provincial achievement testing, refer to the following documents sent to all schools each year:

- *Information Bulletin* for each test in Grade 3, Grade 6 and Grade 9
- *General Information Bulletin, Achievement Testing Program*
- *Parent Guide to Provincial Achievement Testing* for Grade 3, Grade 6 and Grade 9.

Senior High School Graduation Requirements

Introduction

Students who entered Grade 10 in the 1994–1995 and subsequent school years are eligible to receive the Alberta High School Diploma, the High School Equivalency Diploma or the Certificate of Achievement upon completion of graduation requirements.

The diplomas and certificate certify that the holder has successfully completed a prescribed program of instruction. However, possession of an Alberta high school diploma or certificate does not necessarily guarantee admission to a post-secondary institution. Students should be advised to check the calendars of post-secondary institutions for admission requirements.

The Alberta High School Diploma graduation requirements follow in this section.

The Certificate of Achievement requirements, outlining the specific eligible courses and required credits, follow in this section.

The High School Equivalency Diploma requirements can be found in the Special Provisions section of this guide.

Alberta High School Diploma Graduation Requirements

Students receive the Alberta High School Diploma upon completion of the following graduation requirements.

To attain an Alberta High School Diploma, a student must:

- **earn a minimum of 100 credits**
- **complete and meet the standards of the following courses:**
  - **English Language Arts 30 or 33 or Français 30 or 33❶**
  - **Social Studies 30 or 33**
  - **Mathematics 20 or 23 or 24❷**
  - **Science 20 or 24 or Biology 20 or Chemistry 20 or Physics 20❸**

    Note: Successful completion of a diploma examination is required for English Language Arts 30 or 33 or Français 30 and Social Studies 30 or 33.

    Note: For those taking Mathematics 30, Mathematics 33 and 30-level science courses, successful completion of a diploma examination is required. However, successful completion of these courses is not a condition of Alberta High School Diploma graduation requirements.
- **complete and meet the standards of the following:**
  - **Physical Education 10 (3 credits)**
  - **Career and Life Management (CALM) 20 (3 credits)**
  - **10 credits, in any combination, from: ❹**
    - **career and technology studies (CTS)**
      OR
    - **fine arts**
      OR
    - **second languages❶**
      OR
    - **Physical Education 20 and/or Physical Education 30**
      OR
    - **locally developed/acquired and authorized courses in CTS, fine arts or second languages**

    This 10-credit requirement may also be met by:
    - **one 36-level course from any occupational cluster**
      OR
    - **two 35-level courses from any trade in the Registered Apprenticeship Program**
- **earn, in addition to English Language Arts 30 or 33 and Social Studies 30 or 33:❺**
  - **10 credits in any 30-level courses, including:❶**
    - **locally developed/acquired and locally authorized courses**
    - **3000 series, advanced level, in career and technology studies courses**
    - **35-level work experience**
    - **one 36-level course from any occupational cluster**
    - **two 35-level courses from any trade in the Registered Apprenticeship Program**

(continued)

❶ Students in francophone programs may present Français 30 or 33 to meet their language arts diploma requirement. However, they must also present English Language Arts 30 or 33. These students can use English Language Arts 10–20–30 or 13–23–33 to fulfill the 10-credit diploma requirement from any combination of courses in the areas of second languages, career and technology studies (CTS), fine arts, Physical Education 20 and/or 30, or locally developed/acquired and authorized courses. Francophone students may use Français 30–33 to partially meet the 10 credits in any 30-level courses requirement. Students may earn any number of credits in each second language, but only 25 credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.

❷ For students who entered Grade 10 before September 1998, the mathematics requirement—Mathematics 20 or 23 or 24—may also be met with any 10-credit combination of mathematics courses that includes either Mathematics 13 or Mathematics 10; e.g., Mathematics 10 and Mathematics 14. *For students who enter Grade 10 September 1998, or later*, the mathematics requirement is Applied Mathematics 20, or Pure Mathematics 20, Mathematics 23 or Mathematics 24.

❸ The science requirement—Science 20 or 24 or Biology 20 or Chemistry 20 or Physics 20—may also be met with any 10-credit combination of science courses that includes Science 10; e.g., Science 10 and Science 14.

❹ Students entering Grade 10 in the 1998–1999 school year will be able to use Physical Education 20 and/or 30 to meet this 10-credit requirement.

❺ IOP students who wish to transfer to an Alberta High School Diploma route after completing a Certificate of Achievement must meet the requirements outlined in the box above. One 36-level course (10 credits) from any occupational cluster is acceptable for students transferring from the Integrated Occupational Program to the Alberta High School Diploma Program in order to meet the 10-credit requirement in any 30-level courses.

Certificate of Achievement

To qualify for a Certificate of Achievement, Integrated Occupational Program students must earn a minimum of 80 credits, 67 of which are to be specified credits as follows:

Subject	Minimum Credits	Minimum Course(s)	Eligible Courses and Credits❶
English Language Arts❷	9	3	Eng Lang Arts 16(3) 26(3) 36(3) OR Eng Lang Arts 16(3) 26(3) 23(5) OR Eng Lang Arts 16(3) 23(5)
Social Studies	6	2	Social Studies 16(3) 26(3) OR Social Studies 13(5) OR Social Studies 16(3) 23(5)
Mathematics	3	1	Mathematics 16(3) OR Mathematics 14(5)
Science	3	1	Science 16(3) OR Science 14(5)
Physical Education	3	1	Physical Education 10(3,4,5)
Career and Life Management	3	1	CALM 20(3,4,5)
Core Courses	27❸		
Courses selected from the Occupational Clusters❹ • Agribusiness • Business and Office Operations • Construction and Fabrication • Creative Arts • Natural Resources • Personal and Public Services • Tourism and Hospitality • Transportation	40	2 2 1	Occupational Courses 16 level – recommended minimum of 10 credits 26 level – recommended minimum of 20 credits 36 level – required minimum of 10 credits
	67 Specified Credits❸		13 Unspecified Credits❸

❶ Credits are indicated in parentheses.

❷ To be considered for a Certificate of Achievement, a student must successfully complete the English requirements.

❸ Minimum credits may vary depending upon the Eligible Courses and Credits options chosen.

❹ One 36-level course (10 credits) from any occupational cluster is acceptable for students transferring from the Integrated Occupational Program to the Alberta High School Diploma Program in order to meet the 10-credit requirements.

Student Placement and Promotion

Placements and Promotions

Promotion of students from one grade or course to another is determined by the school principal, subject to policies of the local school authority and to provisions in this guide.

Placement of students in grades or courses is determined by the principal of the school, subject to the policies of the local school authority and to the provisions in this guide.

Grade 10 Students

For the purpose of determining a student's graduation requirements, the following is to apply: upon promotion from Grade 9, and subsequent placement in Grade 10 in the next school year, the student's Grade 10 year is the school year in which the student receives the first mark (between 0% and 100%) in a senior high school course, as reported to Alberta Education, or the student is registered in a noncredit English as a Second Language course. Also see under Special Provisions for information regarding mature students who entered senior high school in, or before, the 1983–1984 school year.

Senior High School Courses and Credits for Junior High School Students

Secondary education programs recognize and accommodate the wide range of developmental needs and abilities that exists among students.

The opportunity to take senior high school courses for diploma credits during a junior high school's regular instructional day may be offered as a privilege to an eligible student, as identified by the principal of a junior high school.

An eligible student is one who, in the opinion of the junior high school principal, has satisfied the general and specific learner outcomes for each core course of the junior high school program to the extent of his or her estimated potential, has achieved acceptably in all enrolled optional courses, and who shows special interest and signs of high potential in subject areas that are part of a senior high school graduation program.

A student may be offered an opportunity to take one or more senior high school courses at the junior high school or by attending a senior high school part time.

The privilege to enroll in a senior high school course(s) is at the discretion of the junior high school principal. A decision to extend this privilege to a student follows appropriate consultation with and approval of a parent or guardian and the senior high school principal.

The opportunity to access advanced level instruction applies to those course sequences that are continuous with junior high school programs and that extend beyond the challenges of Grade 9 courses.

The following are examples of course sequences that meet this criteria:

- English Language Arts 10–20–30
- Français 10–20–30
- French Language Arts 10–20–30
- French as a Second Language 31a–31b–31c
- Applied Mathematics 10–20–30
- Pure Mathematics 10–20–30
- Science 10–20–30
- Social Studies 10–20–30.

Where senior high school courses are offered at the junior high school level, the planning for such courses should be based on collaboration between the junior high school and the receiving senior high school. Junior high school teachers challenging students with senior high school courses should consult with senior high school teachers to establish procedures that ensure consistency in implementing course outcomes and assessment standards.

Schools offering senior high school courses to junior high school students shall ensure that the approved programs of study for the senior high school courses are followed.

A junior high school student receives credits and marks for successfully completed senior high school courses. Upon promotion to Grade 10, the junior high school principal forwards the student's final marks to the principal of the receiving senior high school and concurrently to the Educational Information Exchange.

Exceptions

Course sequences excluded under this provision include French 13 and French 10, 20 and 30 (French as a Second Language). Courses from career and technology studies (CTS) are also excluded under this provision. However, junior high school students taking CTS courses will be recommended for credits, by the junior high school principal, upon entering senior high school. Also see under Senior High School Credits for Courses Completed in Junior High School in the Courses and Programs section.

Senior High School Credits for Post-secondary Courses

Post-secondary courses, taken at an institution either inside or outside Alberta, are not equated to credits for the Alberta High School Diploma but may be evaluated for and applied toward the High School Equivalency Diploma.

Evaluation of Out-of-province Educational Documents

Students entering an Alberta senior high school from outside Alberta should submit transcripts, or other official statements of previous standing, to the school they plan to attend. The principal is to evaluate these documents in relation to approved high school courses or designate unassigned credits. This assessment is to be based on the number of credits assigned and should take into consideration the best interests of the student. The assessment establishes the specific requirements needed to obtain a high school diploma, as outlined in the Senior High School Graduation Requirements section.

A transfer guide has been authored by the Council of Ministers of Education, Canada, and is designed to assist in the placement of students.

A list of reference materials, which may be purchased by schools, is available to assist principals in the evaluation of out-of-country documentation. Contact the Teacher Certification and Development Branch for information on publication names and addresses. Their evaluation staff can assist those principals who, following a review of the reference materials, require consultation.

An Alberta high school diploma is not to be issued solely on the basis of the evaluation of out-of-Alberta credentials. A student in this category who wishes to obtain an Alberta high school diploma is required to complete a minimum of 5 approved credits as prescribed by a school principal.

The required credits are to be completed in one or more of the subject areas specified under the diploma requirements, exclusive of physical education, and at a level equal to that of the highest Alberta course equivalent granted through credential evaluation.

A copy of the completed High School Evaluation form shall be forwarded to the Educational Information Exchange, for recording purposes. Evaluation forms may be obtained from the Alberta Education web site. Evaluations may be included in the electronic marks transmissions to the EIE.

In the case of a dispute over the number of high school credits to be awarded, which cannot be resolved at the level of the local school authority, the student has the right to appeal to the Special Cases Committee. This committee, which is the final procedural level in the appeal process, deals with all matters requiring the interpretation and application of policy relative to individual students.

Students planning to enter directly into a post-secondary institution in Alberta should submit their out-of-province documents to the post-secondary institution of their choice. There are no appeal procedures to Alberta Education in these instances.

Students who wish to use Français 30 or Français 33 to meet the language arts requirements for an Alberta High School Diploma must also present English Language Arts 30 or English Language Arts 33. See Alberta High School Diploma Graduation Requirements. However, a high school principal may appeal to the Special Cases Committee for special consideration on behalf of Canadian unilingual francophone

students who enter the Alberta school system in their graduating year. For these students, the principal may recommend that Français 30 or 33 be accepted in lieu of English Language Arts 30 or 33 for Alberta High School Diploma purposes.

The Special Cases Committee may be contacted by writing to the Executive Secretary, Special Cases Committee.

Visiting or Exchange Students

Visiting or exchange students from another province or country, who wish to complete a course for credit, should be registered with the Educational Information Exchange.

Any formal statement of academic achievement required by the school of origin would be issued by Alberta Education and would reflect only the courses the student actually completed in an Alberta school.

Visiting or exchange students seeking Alberta high school credits in a diploma examination course must write a diploma examination on the same terms as any Alberta student.

Visiting or exchange students may not write diploma examinations in any language other than English or French. The English Language Arts 30 and English Language Arts 33 diploma examinations must be written in English and the Français 30 diploma examination must be written in French. The diploma examinations in Social Studies 30, Social Studies 33, Mathematics 30, Mathematics 33, Biology 30, Chemistry 30, Physics 30 and Science 30 must be written in either English or French.

Student Achievement in Senior High School Subjects

Introduction

A regulation governing the evaluation of students has been developed under section 25(3)(c) of the *School Act*. The regulation is summarized under Student Evaluation in the *Alberta Education Policy, Regulations and Forms Manual* section of this guide. For specific details, refer to the manual itself.

The provincial student evaluation policy states that **each local school authority shall develop and implement a student evaluation policy.**

To assist teachers in assessing student achievement in relation to provincial standards, Alberta Education has developed classroom assessment materials for teachers' discretionary use in language arts, mathematics, science and social studies in grades 10 and 11. These materials are available for purchase from the Learning Resources Distributing Centre.

Reporting Student Achievement in Senior High School Subjects

Alberta Education maintains an individual student record for every Alberta student. The record for a high school student is used to provide a complete and accurate reflection of the student's high school achievement, inclusive of courses reported as pass or fail.

Alberta Education records a course as completed, if a mark of 0% to 100% is awarded and reported. Career and technology studies courses may be reported as "Incomplete," without a mark, if a student achieves a mark of less than 50%.

Achievement in all completed high school credit courses is to be reported to the Educational Information Exchange.

All school-awarded marks, 0% to 100%, shall be reported to the Educational Information Exchange in either diploma examination courses or nondiploma examination courses.

Marks shall be reported by electronic transfer or by using the High School Course Reporting Form, the High School Evaluation Report, the Non-diploma Examination Courses Form or the Diploma Examination School Marks Checklists.

Schools or school boards wishing to adopt electronic reporting should contact the Educational Information Exchange.

Only one mark per course in any reporting period will be accepted and added to a student's record. Consequently, principals and/or students must withdraw duplicate or multiple registrations in the same reporting period prior to the timelines established for marks reporting.

Once reported to Alberta Education, final marks in all completed courses, whether the course is passed or failed, shall not subsequently be deleted from the student's record. In those instances where a principal discovers an error has been made in reporting a course, credits or mark, the Educational Information Exchange will adjust the student's record upon receipt of written notification from the principal of the school in which the error occurred. Adjustments to the student's record may be submitted on an electronic marks file.

School-awarded marks in diploma examination courses shall be reported by the first day of the diploma examination schedule.

School-awarded marks in all nondiploma examination courses shall be reported no later than two weeks following the completion of the respective diploma examination session or as otherwise specified by the Educational Information Exchange. Schools will receive additional instructions, as required, throughout the year.

Reporting CTS Courses

Schools are to report all passing marks in CTS courses to the Educational Information Exchange (EIE). CTS courses in which the student has not met all the learner outcomes are to be reported to the EIE as Incomplete or Withdrawn. The EIE will advise the School Finance Branch for funding purposes. These courses will not appear on student transcripts. Challenged CTS courses and those CTS courses given credit through evaluation by the senior high school principal, but were taken in junior high school, also are to be reported to the EIE through the same processes.

Grade 12 Validation Statement

Alberta Education makes every attempt to confirm the accuracy of each student's high school record by issuing to each Grade 12 student a Student Record Validation Statement. This validation statement is produced from the Alberta Education student record. The statement shows the student's complete high school achievement record, at the time of issuance, and lists all courses completed, passed or failed. Refer to the Schedule of Activities documentation available from the Educational Information Exchange.

Grade 12 Exemptions for Transfer-in Students

Out-of-province Grade 12 students who transfer into Alberta schools at the beginning of, or any time during, the school year should be exempted from Career and Life Management 20 and Physical Education 10. These students are still required to achieve the necessary minimum requirement of 100 credits to earn a high school diploma.

For the purpose of this exemption, a Grade 12 student is defined as one who is to graduate in the school year the student transfers into an Alberta school.

Notice of a student's exemption is to be reported by the principal, on the High School Course Reporting form, or electronically, to the Educational Information Exchange, by April 30 prior to the student's anticipated graduation date.

Grade 12 Diploma Examinations Program

The diploma examinations program consists of course-specific examinations based on the *Program of Studies: Senior High Schools*. Students are required to write these examinations in the following courses:

Biology 30
Chemistry 30
English Language Arts 30
English Language Arts 33
Français 30
Mathematics 30
Mathematics 33
Physics 30
Science 30
Social Studies 30
Social Studies 33

To obtain credit in a diploma examination course, students must write the appropriate diploma examination and obtain a final blended mark of 50% or higher, unless they have been exempted from writing the examination by the Director, Student Evaluation Branch. Diploma examinations are available in the French language for all diploma examination courses, except for English Language Arts 30 and English Language Arts 33. Students may elect to write either the French or English language version of the respective examination.

For more information on diploma examinations, refer to the following documents sent to all senior high schools each year and/or are placed on the Alberta Education web site:

- *General Information Bulletin, Diploma Examinations Program*
- *Information for Students*—a newsprint flyer
- Test information bulletins for each course in which a diploma examination, as listed above, is administered.

January and June Diploma Examinations

Examinations are written at all high schools offering the diploma examination courses. All students currently enrolled in diploma examination courses are to be registered for the examinations with the Educational Information Exchange by their high school principal.

Students not currently enrolled in a diploma examination course, but eligible to write, must register with Alberta Education. Registration is achieved by completing a diploma examination application, available through high school principals and the Regional Office Branch. The application form is to be forwarded to Alberta Education by the due date, as published in the *General Information Bulletin: Diploma Examinations Program*.

August Diploma Examinations

August diploma examinations are written only at a number of selected centres throughout the province.

For the August administration only, students complete applications at the time of writing an examination.

Special writing centres outside Alberta are not authorized for the August diploma examination session.

November and April Diploma Examinations

Diploma examinations are also offered by Alberta Education as follows:

- in November—Chemistry 30, English 33, Mathematics 30
- in April—Biology 30, English 30, Social Studies 30.

These diploma examinations are written only in designated writing centres throughout the province, and students are required to preregister with the Student Evaluation Branch.

Grade 12 Diploma Examinations Schedules

For information on diploma examinations schedules, consult the *General Information Bulletin: Diploma Examinations Program*, available from the Student Evaluation Branch.

Eligibility to Write

- Students who are registered in Alberta high schools to receive instruction in a diploma examination course are permitted to write the diploma examination in that course at their school of registration.
- Students currently enrolled in a diploma examination course are required to write the diploma examination in that course before credits are awarded.
- Students who have been awarded credit previously for the course may write the diploma examination upon application.
- Mature students, as defined in the Special Provisions section of this guide, may write the diploma examination upon application, without taking regular instruction.
- Foreign students writing a diploma examination may be required to pay a fee to write.

Special Provisions for Students with a Learning and/or Physical Disability

Students who have physical disabilities and/or have been assessed as having specific learning disabilities may require special provisions in order to write a diploma examination and may request:

- that an examination be provided in braille, in large print or on audiotape
- that variation in writing time, place or mode of response be permitted
- exemption from writing an examination
- other adjustments, on request, and as approved by the Special Cases Committee.

Administrators are directed to the policies on Special Examination Provisions for Students with a Learning Disability and Special Examination Provisions for Students with a Physical Disability, as in the *General Information Bulletin: Diploma Examinations Program.* **Application, together with the required documentation regarding students with special needs, shall be made by the school principal, to the Student Evaluation Branch, as soon as possible and not later than 90 days before the first examination date.**

Special provisions are granted and applied for a specific examination administration. A renewed application for the special provisions must be requested, in writing, for any subsequent administration.

Students who write their examinations under special conditions will have their transcripts annotated with respect to the special provisions prevailing at the time of writing.

Special Circumstances

Under certain circumstances, the school-awarded mark may be accepted as the final mark upon application to and approval by the Special Cases Committee. See under Special Cases Committee in the Special Provisions section for more information.

Diploma Examination Results Statement

Following each examination period, each student receives a Diploma Examination Results Statement. The statement shows the current diploma examination mark, the most recent school-awarded mark in the respective subject, and the subsequent blended mark to produce a final mark for each course.

Note: Students who have unpaid examination rewrite fees are to clear this debt before any current examination marks will appear on their high school records.

For students who may have two or more school-awarded marks, or two or more diploma examination marks in the same course, the final mark for official transcript purposes only, is a blend of the highest school-awarded mark and the highest diploma examination mark achieved in the course within the current and previous two school years.

Each school will receive a summary of scores for students registered in that school for each diploma examination. Consult the *Annual Report: Diploma Examinations Program* for assistance in interpreting the scores.

Appeal Procedures

School-awarded Course Marks

School principals should inform students of appeal procedures. A student who is dissatisfied with a school-awarded mark may:

- appeal under the policies set by the local school authority, or
- take the course again.

Changes to nondiploma examination course marks shall be received no later than October 31 of the current school year for marks originating in the previous school year.

Formal notifications of school mark changes in diploma examination courses shall be submitted to the Educational Information Exchange prior to dates published in the annual *General Information Bulletin: Diploma Examinations Program* for the release of results statements.

Requests to change school-awarded marks in diploma examination courses after the published dates shall be submitted to Educational Information Exchange, for approval.

Diploma Examination Marks

A student who is dissatisfied with a Grade 12 diploma examination mark may:

- request a rescore, in writing, to the Student Evaluation Branch, in accordance with the terms and date specified on the appropriate results statement
- rewrite the examination at a later administration date.

Rescoring a Diploma Examination

- A student who wishes to have a diploma examination rescored is to submit an application form and pay a rescore fee per examination, directly to Alberta Education. This fee is refunded, if the examination mark is raised by 5% or more.

- The mark resulting from rescoring becomes the final diploma examination mark, whether it is lowered, raised or remains the same.

Rewrite Fees

- A student who intends to rewrite a diploma examination is to submit a registration form and pay a rewrite fee for each examination, directly to Alberta Education. This applies to students whether or not they are retaking the course through day classes, evening classes, summer school or distance learning.

- Students who have unpaid rewrite fees from prior examination sessions will have current payments credited toward the outstanding debt. Students are to clear any outstanding debt before their current examination marks appear on their high school records.

- Students are charged a rewrite fee for a diploma examination:
  - if the examination is in the same subject, and
  - if the student has written an examination in this subject within the current or previous two years.

High School Diplomas, Certificate of Achievement and Transcripts

The Educational Information Exchange issues the Alberta High School Diploma, the High School Equivalency Diploma or the Certificate of Achievement to students who meet the graduation requirements. A Statement of Courses and Marks, containing the entire high school record, accompanies the diploma or certificate and is available free to students and schools.

For a fee, students may request that an Alberta High School Transcript of Achievement be sent to themselves, an employer or a post-secondary institution. The transcript is produced from the student's Alberta Education student record. Courses deemed incomplete for any reason are not reported. Transcripts are annotated with regard to any special conditions that prevailed at the time of writing a diploma examination. It is the responsibility of the student to request an updated transcript when additional courses are completed following initial graduation, or as required.

Language Versions

Diplomas and transcripts are issued in the English language. Students requiring French language versions should make their requests through the Educational Information Exchange.

All students will receive a Statement of Courses and Marks in English only.

Principals may submit a letter to EIE naming those students wanting French diplomas and transcripts.

Provisions for Mature Students

Mature students may earn high school credits without holding the prerequisite courses. See the Special Provisions section for more information.

Credits for Private School Instruction

When a registered private school is approved as an accredited private school, students enrolled in the school prior to the change in classification may be awarded high school credits for courses successfully completed, prior to the change of classification, at the discretion of the principal of the accredited private school.

When a student transfers to a school operated by a public or separate school board or to an accredited private Alberta high school, from a registered Alberta private school or other nonaccredited school, the student may be awarded credits for previous instruction at the discretion of the principal of the appropriate school. In these instances, the student is responsible for providing the principal with a record of the final mark awarded and an outline of each course for which credits are being granted.

When credits for previous instruction are awarded, the principal shall enter a "P" or "pass", not a grade or percentage score, in the course mark column on the High School Evaluation Report form, or electronically.

Awarding Course Credits

Introduction

After each semester or school year, students shall be awarded credits, by Alberta Education, on the recommendation of the principal, subject to complying with the following departmental requirements:

- instruction is provided by qualified teachers holding valid Alberta teaching certificates
- instructional time allocated to each subject meets minimum times specified by Alberta Education
- the content of each subject follows that outlined in the *Program of Studies: Senior High Schools* and/or course(s) approved by the Minister and/or by the local school authority
- the senior high school is operated in accordance with the *Guide to Education: ECS to Grade 12*
- student evaluation is carried out in accordance with local school authority policy and is consistent with provincial policy
- school marks in diploma examination subjects and final marks in all other senior high school subjects are endorsed by the principal in accordance with local school authority policy. School marks are subsequently submitted to Alberta Education for recording, at a time and in a manner determined by the Minister.

Rules Governing Awarding of Credits

- **To earn the credits attached to all high school courses, a student shall achieve at least 50% ("C" standing) in each course.**
- **Credits will not be granted for courses that a student has previously passed and been awarded credits. In the case of a student repeating a course, the higher mark will be recorded on the student's record and will appear on the transcript.**

Number of Senior High School Credits in French and Other Languages

Senior high school students in Alberta are encouraged to take a wide range of courses. In keeping with this principle, no more than 25 credits may be presented in any one second language, including French, for senior high school diploma purposes. However, for purposes other than the senior high school diploma, such as preparation for the workplace, students may earn any number of credits in each second language, including French.

Course Sequence Transfer

The provision for course sequence transfer enables students to change course sequences, when necessary, to more appropriate levels of challenge. The recommended transfer routes for each program area are given under Transfer Points in the Courses and Programs section.

Students may transfer from a 13–23–33 sequence to a 10–20–30 sequence or from a 16–26–36 sequence to a 13–23–33 sequence or from a 16–26 sequence to a 14–24 sequence.

Students who transfer from a 10–20–30 sequence to a 13–23–33 sequence, or from a 13–23–33 sequence to a 14–24 sequence, should transfer into the sequence at the next grade level; e.g., Social Studies 10 to Social Studies 23. Students will not receive waived credits for the lower-level course in the new sequence. For example, students who successfully complete Social Studies 10 and then transfer to Social Studies 23 will not receive credits for Social Studies 13.

When a student transfers into a less challenging academic sequence, the principal may admit the student with less than a 50% standing. See Retroactive Credits following in this section.

Students who successfully complete the first course in a sequence, and then transfer to another sequence, and are waived to the highest level in that sequence, should receive credits for the middle course in the new sequence, upon successful completion of the highest level course. For example, students who successfully complete English Language Arts 10, then successfully complete English Language Arts 33 should receive waived credits for English Language Arts 23 and earned credits for English Language Arts 33.

Circumstances that should be considered when counselling a student to use the course sequence transfer provision include:

- language proficiency; as the student's language proficiency increases, a more academic sequence may provide a more appropriate level of challenge
- the school's ability to schedule the appropriate course route
- the student's ability and motivation.

The local school authority shall have a policy that states clearly the criteria to be met by a student who wishes to change program routes.

Prerequisite Standing

A student who has achieved a mark of 50% or higher in a given course shall be eligible to take the next or higher ranking high school course in that sequence. See Appendix 1.

Course Challenge

Course challenge is a provision that allows senior high school students to challenge the learner outcomes of a course, including 1-credit career and technology studies courses, through a formal assessment process.

Course challenges are intended to:

- meet the diverse needs of students
- encourage students' ownership of their learning
- acknowledge the learning that students acquire in a variety of settings, not necessarily limited to schools.

Students challenging a course will be given a final course mark, except in diploma examination courses, and, if successful, credits in that course.

This policy applies to the nondiploma examination courses and only to the school-awarded mark component of diploma examination courses. Credit in diploma examination courses can be achieved only through combination of the school-awarded mark (50%) and the diploma examination mark (50%).

The course challenge process must assess a student's achievement of the depth and breadth of the learner outcomes for the course. Assessment procedures for course challenges shall include a variety of formats and strategies.

Any student who is registered in senior high school and who believes that he or she already possesses the knowledge, skills and attitudes prescribed by the program of studies for a course, shall be allowed to demonstrate these learnings through special assessment opportunities.

The procedures regarding course challenge are found in Course Challenge, Policy 1.9.1 of the *Alberta Education Policy, Regulations and Forms Manual.*

Exceptions

Since the course challenge policy applies only to students who believe they have the knowledge, skills and attitudes as defined by the program of studies for a given course, they would not be able to challenge courses that do not have specifically defined content in the program of studies. For example, the course challenge provision would not apply to such courses as work experience and special projects.

French 13 is also excluded from the course challenge provision.

Waiver of Prerequisites and Credits for Waived Prerequisite Courses

Prerequisites shown in Appendix 1 may be waived by the principal.

If the principal waives a prerequisite, the following conditions must be met:

- **the student possesses the knowledge, skills and attitudes identified in the waived course or program of studies**
- **judgements are made on an individual basis, not for an entire class of students**
- **it is in the student's best interest.**

For example:

- A student who is waived into English Language Arts 30, and successfully completes the course, will receive 5 earned course credits for English Language Arts 30 plus waived credits for English Language Arts 10 and English Language Arts 20, for a total of 15 credits.

- A student successfully completing English Language Arts 13–23–33 and English Language Arts 30 receives 20 credits. However, waived credits will not be granted for English Language Arts 10 and English Language Arts 20 because the student transferred from a lower-level course to a higher-level course sequence. The student was not waived into English Language Arts 30.

- A student who successfully completes English Language Arts 10, then earns credits for English Language Arts 33, should receive waived credits for English Language Arts 23.

Upon successful completion of the next or higher ranking course in a given sequence, the principal may report, on the High School Course Reporting form, or electronically, any waived course or courses to the Educational Information Exchange. Credits are then granted for the waived prerequisite course or courses, and a "P" or "pass" is recorded on the student's record and transcript.[1] The credits awarded for each prerequisite course are the same as the number of credits achieved for the course completed, unless otherwise specified by the school.

When it is in the best interest of the student to receive both credits and a mark for a course (other than a "P" or "pass"), schools can use the flexibility now available through alternatives to the Carnegie Unit organizational model (see School Organization in the Senior High School Programming section) to provide the instruction necessary to complete the course requirements. The student may then be evaluated to determine a percentage mark.

[1] A "P" or "pass" mark is not taken into consideration in the calculation of averages for the Alexander Rutherford Scholarships for High School Achievement or for post-secondary entrance.

Exceptions

The waiver provision outlined above does not apply to the following courses:

- CTS Courses (all)
- French 13
- Locally Developed/Acquired Complementary Courses (all)
- Physical Education 10
- Social Studies 10
- Social Studies 13
- Work Experience 15–25–35.

Career and Technology Studies (all courses)

Students may challenge courses in CTS. See Course Challenge in this section. The waiver provision does not apply to CTS, and as such, the student would receive credits only for courses successfully challenged, regardless of level (introductory, intermediate or advanced). The student would not receive waived credits.

In order for a student to be given advanced standing when entering senior high school with the necessary competencies in a 1-credit CTS course, achieved in junior high school, the student may need to have a prerequisite waived. The only time in which a CTS 1-credit course may be waived is when the senior high school principal accepts the recommendation of a junior high school principal to place a Grade 10 student into a higher level 1-credit course that requires a prerequisite. In this case, the senior high school principal would place the student in the higher level 1-credit course, in effect waiving the lower level 1-credit course. Upon successful completion of the higher level course, the student would then receive credit for the waived course and a mark and credit for the 1-credit course completed. This is the only way in which a CTS prerequisite may be waived.

Retroactive Credits

This section applies to all students except mature students. See the criteria for mature students in the Special Provisions for Mature Students section.

Students not achieving at least 50% in a course may repeat the course or, subject to the approval of the school principal, take a course in an alternative sequence. **Students who successfully complete the next higher level course in an alternative sequence shall be granted credit for the prerequisite course.**

The following chart presents the only courses toward which retroactive credits may be applied.

COURSES ELIGIBLE FOR RETROACTIVE CREDITS❶

Registered Course Reported Failed Semester/School Year: A	Alternative Course Passed Semester/School Year: B	Alternative Retroactive Credits Semester/School Year: B
English Language Arts		
English Language Arts 10	English Language Arts 23	English Language Arts 13
English Language Arts 20	English Language Arts 33	English Language Arts 23
English Language Arts 13	English Language Arts 26	English Language Arts 16
French		
French Language Arts 10	French 31a	French 30, 20, 10
French 31a	French 30	French 20, 10
Mathematics		
Mathematics 10	Mathematics 23	Mathematics 13
Mathematics 10	Mathematics 24	Mathematics 14
Mathematics 13	Mathematics 24	Mathematics 14
Mathematics 20	Mathematics 33	Mathematics 23
Mathematics 14	Mathematics 26	Mathematics 16
The following applies to students who entered the new mathematics program in the 1998–1999 school year.		
Pure Mathematics 10	Mathematics 23	Mathematics 13
Applied Mathematics 10	Mathematics 24	Mathematics 14
Pure Mathematics 10	Mathematics 24	Mathematics 14
Mathematics 14	Mathematics 26	Mathematics 16
Social Studies		
Social Studies 10	Social Studies 23	Social Studies 13
Social Studies 20	Social Studies 33	Social Studies 23
Social Studies 13	Social Studies 26	Social Studies 16
Science		
Science 10	Science 24 (5 credits)	Science 14
Science 14	Science 26	Science 16

❶ The references to Semester/School Year "A" and Semester/School Year "B" are to emphasize that sequential registration and instruction are required.

Courses for which retroactive credits have been granted will be recorded as "P" or "pass" on the student's record and transcript.

A student shall be awarded retroactive credits automatically by Alberta Education when all of the following criteria are met:

- The student is registered by the principal in an approved course and receives instruction in the course in Semester "A" or School Year "A".

- At the end of Semester "A" or School Year "A", the principal reports to the Educational Information Exchange, that the student has failed in the registered course. A mark of less than 50% must be reported to the Educational Information Exchange and recorded on

the student's file in order for the student to be eligible for retroactive credits in the following years.

- Pursuant to a specific local school authority promotion policy, the student is registered, by the principal, in the next higher level course in an alternative sequence in the following Semester "B" or School Year "B".

- The principal subsequently submits to the Educational Information Exchange, in the appropriate reporting period for Semester "B" or School Year "B", a pass mark in the higher level alternative course completed.

Special Provisions

Special Provisions for Mature Students

Mature Student Status is granted effective September 1 for the subsequent school year. All the necessary criteria is to be satisfied prior to September 1.

- **A mature student, for Alberta High School Diploma purposes, is one who, as of September 1 of the current school year, is:**
  - **19 years of age or older; or**
  - **the holder of a previously-awarded high school diploma from the province of Alberta; or an equivalent high school diploma from a jurisdiction acceptable to the Minister.**

- **The privileges afforded by the granting of Mature Student Status are not applied retroactively to a student's completed course work on file with Alberta Education. The application of Mature Student Status is conditional upon the completion of new course work subsequent to September 1 of the school year in which the status becomes effective.**

- If a dispute or uncertainty as to whether or not a person qualifies for Mature Student Status still exists after all avenues of appeal have been explored at the jurisdictional or local school authority level, cases may be submitted, in writing, to the Executive Secretary, Special Cases Committee, Alberta Education.

- **Mature students enrolled in credit courses must be registered with the Educational Information Exchange.**

- **A mature student may earn senior high school credits after successfully completing:**
  - **courses offered in a regular accredited school**
  - **courses offered under extension programs**
  - **courses offered by the Alberta Distance Learning Centre**
  - **a diploma examination conducted by Alberta Education with or without formal course instruction.**

- **A mature student is eligible to enroll in any course at the senior high school level or to write a diploma examination without holding the required prerequisite courses.**

- **A mature student who has achieved a standing of 50% or higher in a senior high school course, by any of the alternatives noted above, will automatically be awarded credits by Alberta Education in the normal prerequisite(s) for the course(s) completed. The credits awarded for each prerequisite course will be the same as the number of credits achieved for the course completed unless otherwise specified by the school. However, a mature student who completes a lower-level sequence and transfers to the highest course in a higher-level sequence will receive credits only for the courses completed. For example, a mature student completing English Language Arts 13, 23, 33 and 30 will receive 20 credits.** See Waiver of Prerequisites and Credits for Waived Prerequisite Courses, second example, in the Awarding Course Credits section of this guide.

- **Mature students are eligible to receive the Alberta High School Diploma or the Certificate of Achievement upon completing the specified requirements. They are not, however, required to complete Physical Education 10 or Career and Life Management 20.**

Note: Many local school authorities offer comprehensive programs for mature students in both credit and noncredit areas. Interested mature students should consult their local school authority for details about such programs.

Mature students who enroll in high school courses may earn the Alberta High School Diploma under the current diploma requirements. Mature students who have not previously attended high school are expected to meet the current requirements, except for Physical Education 10 and Career and Life Management 20, to earn high school diplomas. Mature students who entered high school in the 1983–1984 school year, or before, may meet the current requirements for the Alberta High School Diploma or the 1983–1984 requirements, as follows. **For a mature student to meet this provision, the student must have had a mark reported to Alberta Education in, or before, the 1983–1984 school year.** Also see under Student Placement and Promotion, Grade 10 Students.

High School Diploma Requirements 1983–1984

A high school diploma is awarded to a student holding 100 credits, subject to the following requirements:

- Language arts—a minimum of 15 credits, five of which must be in English Language Arts 10 or English Language Arts 13 and five in English Language Arts 30 or English Language Arts 33.
- Social studies and social sciences—a minimum of 10 credits, five of which must be earned in Social Studies 10. A maximum of 18 credits may be earned in the social sciences options.
- Physical Education 10—a minimum of 2 credits, which were offered at that time.
- Mathematics—a minimum of 5 credits with a maximum of:
  - 10 credits in Grade 10
  - 15 credits in Grade 10 and 11 courses.
- Science—a minimum of 3 credits.
- Grade 12 courses—5 credits in English Language Arts 30 or English Language Arts 33, or English 36[1] if completed prior to September 1974, plus a minimum of 10 credits in other subjects at this level.

Credits earned in other approved high school courses may be used to obtain the required 100 credits.

The principal will forward a letter to the Educational Information Exchange indicating which diploma requirements the student is eligible for. This information may be provided at any time during the school year.

[1] The English 36 course referred to here should not be confused with the Integrated Occupational Program English 36 course. There was no departmental examination for the English 36 course referenced here.

High School Equivalency Diploma

There are two alternatives to achieving a High School Equivalency Diploma.

Alternative 1

A person, 18 years or older as of September 1 of the current school year, who is deficient in the credits needed for an Alberta High School Diploma, and who has been out of school for at least 10 consecutive months, and who wishes to obtain a High School Equivalency Diploma, should apply to the principal of a high school in the community. The principal will forward a letter to the Educational Information Exchange, indicating that the following requirements have been met. All necessary documents should be included with the letter.

The candidate shall obtain 100 school credits as set forth below:

- **A minimum of 60 credits must be gained through classroom instruction in a school or other institution accredited by or acceptable to Alberta Education (for out-of-province students), offering approved senior high school courses, as follows:**
  - **a high school course in mathematics 5 credits**
  - **a high school course in science 3 credits**
  - **English Language Arts 30 or English Language Arts 33 5 credits**
  - **one other 30-level course, other than English Language Arts 5 credits**
  - **additional high school courses 42 credits**

- **A minimum of 40 additional credits, which must be earned as follows:**
  - **additional high school courses**
  - **additional approved adult education courses under recognized agencies; e.g., public colleges, institutes of technology, extension divisions of universities, adult evening classes**
    AND/OR
  - **a maximum of 15 credits for maturity, according to the following scale:**
    - **age 21–24 (inclusive) 5 credits**
    - **age 25–29 (inclusive) 10 credits**
    - **age 30 and over 15 credits**
  - **a maximum of 5 credits for extensive travel**
  - **a maximum of 5 credits for extensive reading or private study.**

Alternative 2

A person, 18 years or older, who has been out of school for at least 10 consecutive months, who passes all five tests in the General Educational Development (GED) test battery with a minimum standard score of 45 or better in each test, and meets the eligibility requirements, will be granted a High School Equivalency Diploma.

More information regarding Alternative 1, Alternative 2 and the GED program may be obtained from the Student Evaluation Branch.

Special Cases Committee

Frame of Reference of the Committee

This committee deals with all matters that require the interpretation and application of policy relative to the programming for an individual, as suggested under Functions of the Committee.

This committee is the final procedural level in the appeal process, other than the Minister of Education. All other avenues of appeal must be explored at the level of the local school authority before making application for appeal to this provincial body.

Membership of the Committee

The committee is chaired by the Director, Student Evaluation Branch and is comprised of four other directors of Alberta Education, or their designates, as approved by the chair.

Functions of the Committee

Specific examples of matters dealt with by the committee include the following:

- determining the number of high school credits to be awarded to out-of-province students who have appealed the evaluation given by the school in Alberta
- ruling on whether or not students who have been expelled from school should be permitted to write diploma examinations
- ruling in instances of disputed evaluation or instances of disputed diploma requirements
- ruling on student evaluation or diploma requirement matters where no policy or precedent exists
- determining "mature student" status in individual cases
- reviewing cases where retroactive credits are in dispute
- determining the variations in practice that may be permitted in the writing of diploma examinations by students seeking an Alberta High School Diploma.

Directions for Contacting the Committee

- **Students shall be informed of their right to appeal to the Special Cases Committee.**

- Students, teachers, principals or other individuals in the province, who have explored all avenues of appeal at their jurisdictional level and feel they have a case requiring special consideration should apply, in writing, to the Executive Secretary, Special Cases Committee, Alberta Education. The written submission should provide reasons for the need to appeal and a rationale in support of the appeal.

- **Persons who appeal to the Special Cases Committee shall concurrently advise the principal of the school and the superintendent of the local school authority where the student received instruction.**

- **Upon receiving notice of the appeal, the principal shall submit a written report to the Special Cases Committee outlining recommendations related to the appeal.**

RESOURCES AND SERVICES:
Learning Resources

Introduction

In terms of provincial policy, learning resources are those print, nonprint and electronic software materials used by teachers or students to facilitate teaching and learning. Many learning resources, publisher developed, Alberta Education developed, and teacher made, are available for use in implementing school programs. Decisions about the selection and use of resources are a local matter and should take into account student skill levels, interests, motivations and stages of development.

Alberta Education authorizes learning resources in three categories:

- basic student learning resources
- support student learning resources
- authorized teaching resources.

Authorization indicates that the resources meet high standards and can contribute to the attainment of the goals of the program. However, the authorization of resources does not require their use in program delivery.

Most basic and support student learning resources, and authorized teaching resources, are available for purchase from the Learning Resources Distributing Centre (LRDC).

Accessibility and availability information about all authorized learning resources is included in the Learning Resources Distributing Centre *Buyers Guide* or its electronic inquiry/ordering system.

Learning Resources Credit Allocation

The learning resources credit allocation is applicable to all purchases from the Learning Resources Distributing Centre. The credit allocation is available through the Learning Resources Distributing Centre for eligible or approved Alberta school authorities for the purchase of any resource carried by the LRDC. Further information for the present allocation is provided in the Learning Resources Distributing Centre *Buyers Guide* as well as in the LRDC's School Information Package.

Basic Student Learning Resources

Basic learning resources are those student learning resources authorized by Alberta Education as the most appropriate for addressing the majority of learner outcomes for a course(s), substantial components of a course(s), or the most appropriate for meeting general learner outcomes across two or more grades, subject areas or programs as outlined in provincial programs of study. Basic learning resources may include any resource format, such as print, computer software, manipulatives or video.

Support Student Learning Resources

Support learning resources are those student learning resources authorized by Alberta Education to assist in addressing some of the learner outcomes for a course or components of a course; or to assist in meeting the learner outcomes across two or more grades, subject areas or programs as outlined in provincial programs of study. Support learning resources may include any resource format, such as print, computer software, manipulatives or video.

Resource Availability

The stocking of authorized support student learning resources by the Learning Resources Distributing Centre is in accordance with LRDC's policy of carrying such resources for at least one full fiscal year (April 1 to March 31) after authorization.

Learning Resources for the Visually Impaired [Materials Resource Centre]

The Materials Resource Centre for the Visually Impaired (MRC) provides alternative formats for curriculum materials, such as braille, large print and audiotape, as well as equipment and kits for visually impaired students in Alberta.

For more information, contact the MRC Division of the Learning Resources Distributing Centre.

Locally Developed/ Acquired Student Learning Resources

A school board may develop or acquire instructional materials for use in programs or in schools under section 44(2)(a.1) subject to the provisions of section 25 of the *School Act*.

In developing/acquiring instructional materials, the school board should take into account such criteria as curriculum fit, criteria for promoting respect and understanding, appropriateness for student developmental stages and criteria for instructional design.

Teacher Curriculum Support Resources

The provision of curriculum support is a responsibility shared by local school authorities and Alberta Education. Materials and activities are designed to help teachers implement the course or program of studies. Support materials include print and nonprint items; support activities include orientation sessions and/or workshops.

Most curriculum support materials are available from the Learning Resources Distributing Centre at the current listed selling price.

A number of teacher inservice programs are available on video from ACCESS: The Education Station.

Information about curriculum support materials and activities is available from the Curriculum Standards Branch.

Authorized Teaching Resources

Authorized teaching resources are those teaching resources produced externally to Alberta Education and authorized by the Minister; e.g., resources produced by publishers, reviewed by Alberta Education, found to meet the review criteria, and to be the best available resources to support the implementation of courses/programs of study and the attainment of the goals of education. Teaching resources produced as service documents by Alberta Education, such as guides, diagnostic programs and monographs, are authorized by definition.

In exceptional circumstances, a teaching resource may be given basic status.

Learning Resources Distributing Centre *Buyers Guide*

The Learning Resources Distributing Centre *Buyers Guide*, its supplements, and its electronic inquiry/ordering system, provide a comprehensive list of all student and teaching resources authorized by Alberta Education for use in schools. The Learning Resources Distributing Centre carries most resources authorized by Alberta Education and provides access to all of them.

All products available from the Learning Resources Distributing Centre have a cost recovery selling price. In addition to a comprehensive General Information section, which provides ordering and business practices information, the *Buyers Guide*, its supplements, and its electronic inquiry/ordering system, provide a Publisher Index as well as the following types of information on each resource carried in stock:

- grade and subject of intended use
- authorization status
- language
- title
- publisher
- edition
- author
- year
- ISBN
- product order number
- selling price.

As well as the English language instruction edition, the *Buyers Guide* is also available in a French language instruction edition, *Enseignement en français*.

The Learning Resources Distributing Centre carries the following types of learning resources in stock:

- basic student learning resources, print and nonprint
- most support student learning resources, print and nonprint
- authorized teaching resources
- distance education print and some nonprint course materials
- English, French and other languages instructional materials
- Alberta Education legal and information/service publications
- programs of study
- preadministered Grade 12 diploma examinations
- some standardized test materials.

Addresses

Alberta Education Branch Addresses

Note: To be connected by telephone, toll free, from outside Edmonton, dial 310–0000 and ask the operator for the desired number.

- The electronic address (URL) for Alberta Education on the Internet is:
  - <http://ednet.edc.gov.ab.ca>
- The mailing address for most Alberta Education branches is:
  - Devonian Building
    11160 Jasper Avenue
    Edmonton, Alberta
    T5K 0L2
- The following branches have individual telephone and fax numbers, as noted.
  - Communications Branch
    Telephone: 403–427–2285
    Fax: 403–427–0591
  - Curriculum Standards Branch
    Telephone: 403–427–2984
    Fax: 403–422–3745

    Telephone: 403–422–4872
    Fax: 403–422–0576

- Information Services Branch
  Educational Information Exchange
  Telephone: 403–427–1111
  Fax: 403–427–1179

- Financial Operations Branch
  Telephone: 403–427–2051
  Fax: 403–427–2147

- Language Services Branch
  Telephone: 403–427–2940
  Fax: 403–422–1947

- Office of National and International Education
  Telephone: 403–427–2035
  Fax: 403–422–3014

- Native Education Project
  Telephone: 403–427–2043
  Fax: 403–422–5256

- Planning Branch
  Telephone: 403–427–8217
  Fax: 403–422–5255

- Regional Office Branch
  Telephone: 403–427–2952
  Fax: 403–422–9682
  [also see Calgary Office of the Regional Office Branch]

- Special Education Branch
  Telephone: 403–422–6326
  Fax: 403–422–2039

- Student Evaluation Branch
  Telephone: 403–427–0010
  Fax: 403–422–4200

  – Special Cases Committee
    Telephone: 403–427–0010
    Fax: 403–422–4889

- Teacher Certification and Development Branch
  Telephone: 403–427–2045
  Fax: 403–422–4199

- The following branches have individual mailing addresses, telephone numbers and fax numbers, as noted.

  - Learning Technologies Branch
    Box 4000
    Barrhead, Alberta
    T7N 1P4
    Telephone: 403–674–5350
    Fax: 403–674–6561
    Internet: <http://ednet.edc.gov.ab.ca/ltb>

  - Calgary Office of the Regional Office Branch
    1101, J.J. Bowlen Building
    620 – 7 Avenue SW
    Calgary, Alberta
    T2P 0Y8
    Telephone: 403–297–6353
    Fax: 403–297–3842

  - Learning Resources Distributing Centre
    12360 – 142 Street
    Edmonton, Alberta
    T5L 4X9
    Telephone: 403–427–2767
    Fax: 403–422–9750
    Internet: <http://ednet.edc.gov.ab.ca/lrdc>

    – Materials Resource Centre (MRC)
      [address as for LRDC above]
      Telephone: 403–427–4681
      Fax: 403–427–6683
      Internet: <http://ednet.edc.gov.ab.ca/mrc>

Other Addresses

- ACCESS: The Education Station
  Order Desk
  3720 – 76 Avenue
  Edmonton, Alberta
  T6B 2N9
  Telephone: 403–440–7729
  1–800–352–8293 (no charge)
  Fax: 403–440–8899

  – audio-visual resources
  – inservice packages (videotape and print)

- Alberta Advanced Education and Career Development
  Apprenticeship and Industry Training Division
  [nearest Career Development Centre]

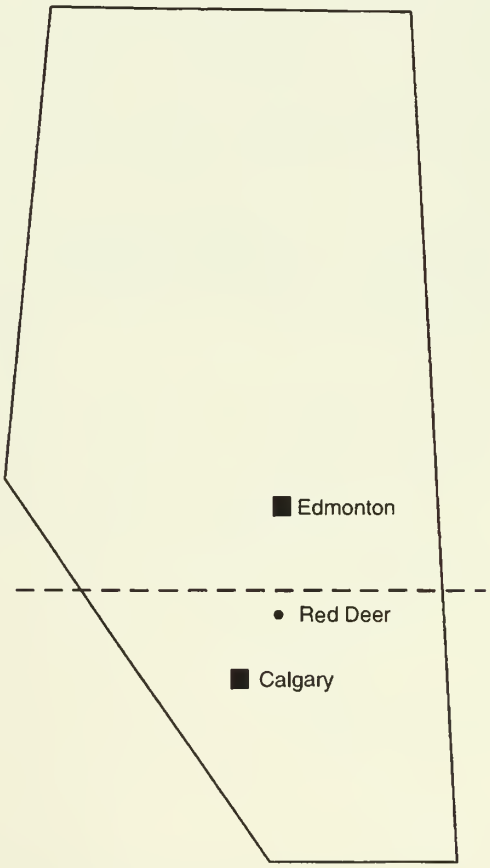
- Alberta Heritage Scholarship Fund
  6th Floor, Sterling Place
  9940 – 106 Street
  Edmonton, Alberta
  T5K 2V1
  Telephone: 403–427–8640
  Fax: 403–422–4516

- Publication Services, Alberta Government
  11510 Kingsway Avenue
  Edmonton, Alberta
  T5G 2Y5
  Telephone: 403–427–4952
  Fax: 403–452–0668

Alberta Education Regional Office Branch

The Regional Office Branch works in cooperation with local school authorities to ensure the quality of teaching, programs and schools.

The Regional Office Branch provides several services. It responds to public requests for information and assistance. It supports parental choice by registering, accrediting and monitoring private schools; approving and monitoring Early Childhood Services (ECS); monitoring charter schools; and, monitoring home education. The staff also participate in Ministerial reviews, investigations and tribunals. The branch helps to ensure an open and accountable education system through its review of school jurisdiction business plans and results reports.



North of Red Deer is served by:
Regional Office Branch, Edmonton
Telephone: 403–427–2952
Fax: 403–422–9682

Red Deer and south are served by:
Calgary Office of the Regional Office Branch
Telephone: 403–297–6353
Fax: 403–297–3842

Education Information Line
Telephone: 403–427–7219

Appendix 1

Provincially Authorized Senior High School Courses, Course Codes and Course Names

Courses within each category are listed in the sequential numerical order of the course codes. Prerequisite courses are indicated by their linear arrangement across the page, or by the line symbol ⊢ used to indicate a prerequisite that leads to more than one course. Course credits are shown in parentheses.

Implementation years are noted in the table of contents of the *Program of Studies: Senior High Schools* and further documented in the footers of individual courses/programs of study.

Grade 10	Grade 11	Grade 12
LANGUAGE ARTS		
English		
ELA1100 English Language Arts 10....(5)	ELA2100 English Language Arts 20... (5)	ELA3100 English Language Arts 30 ..... (5)
ELA1115 English Language Arts 13....(5)	ELA2115 English Language Arts 23... (5)	ELA3115 English Language Arts 33 ..... (5)
	ELA2141 Communications 21a..... (3) ❶	
	ELA2142 Communications 21b..... (3) ❶	
	ELA2143 Literature 21a ..... (3) ❶	
	ELA2144 Literature 21b ..... (3) ❶	
ESL1120 English as a Second Language 10–Level 1.....no credits❷		
ESL1121 English as a Second Language 10–Level 2 .....(5)❷		
ESL1122 English as a Second Language 10–Level 3 .....(5)❷		
ESL1123 English as a Second Language 10–Level 4 .....(5)❷		
ESL1125 English as a Second Language 10–Level 5.....no credits❷		
ELA1145 Reading 10 ..... (3) (4) (5)		
Français		
FRA1301 Français 10.....(5)	FRA2301 Français 20 ..... (5)	FRA3301 Français 30 ..... (5)
FRA1314 Français 13.....(5)	FRA2314 Français 23 ..... (5)	FRA3314 Français 33 ..... (5)

(continued)

❶ These courses may not be used as substitutes for English Language Arts 20 or 23.
❷ Proficiency level determines entry point.

Grade 10	Grade 11	Grade 12
SECOND LANGUAGES		
FSL1305 French 13❶ ....(5)		
FSL1309 French 10 ....(5)	FSL2309 French 20 ....(5)	FSL3309 French 30 ....(5)
		FSL3306 French 31a ....(5)
		FSL3307 French 31b ....(5)
		FSL3308 French 31c ....(5)
GER1315 German 10 ....(5)	GER2315 German 20 ....(5)	GER3315 German 30 ....(5)
		GER3317 German 31 ....(5)
ITA1322 Italian 10....(5)	ITA2322 Italian 20....(5)	ITA3322 Italian 30....(5)
LAT1325 Latin 10 ....(5)	LAT2325 Latin 20 ....(5)	LAT3325 Latin 30 ....(5)
SPN1345 Spanish 10 ....(5)	SPN2345 Spanish 20 ....(5)	SPN3345 Spanish 30 ....(5)
UKR1355 Ukrainian 10 ....(5)	UKR2355 Ukrainian 20 ....(5)	UKR3355 Ukrainian 30 ....(5)
UKR1356 Ukrainian 10S❷ ....(5)	UKR2356 Ukrainian 20S❷ ....(5)	UKR3356 Ukrainian 30S❷ ....(5)
CLC1361 Cree Language and Culture 10....(5)	CLC2361 Cree Language and Culture 20....(5)	CLC3361 Cree Language and Culture 30....(5)
BLC1369 Blackfoot Language and Culture 10....(5)	BLC2369 Blackfoot Language and Culture 20....(5)	BLC3369 Blackfoot Language and Culture 30....(5)
JLC1381 Japanese Language and Culture 10....(5)	JLC2381 Japanese Language and Culture 20....(5)	JLC3381 Japanese Language and Culture 30....(5)
Immersion Programs		
FLA1304 French Language Arts 10 ...(5)	FLA2304 French Language Arts 20 ...(5)	FLA3304 French Language Arts 30 .....(5)
ULA1313 Ukrainian Language Arts 10(5)	ULA2313 Ukrainian Language Arts 20 (5)	ULA3313 Ukrainian Language Arts 30 ..(5)
MATHEMATICS		
	MAT2200 Mathematics 20 ....(5)	MAT3200 Mathematics 30❸ ....(5)
		MAT3211 Mathematics 31❸ ....(5)
MAT1216 Mathematics 13 ....(5)	MAT2216 Mathematics 23 ....(5)	MAT3216 Mathematics 33....(5)
MAT1225 Mathematics 14 ....(5)	MAT2225 Mathematics 24 ....(5)	
NEW MATHEMATICS PROGRAM		
MAT1037 Pure Mathematics 10.....(5)	MAT2037 Pure Mathematics 20.....(5)	MAT3037 Pure Mathematics 30.....(5)
MAT1038 Applied Mathematics 10 .....(5)	MAT2038 Applied Mathematics 20.....(5)	MAT3038 Applied Mathematics 30 .....(5)
Bridging Courses		
MAT1039 Pure Mathematics 10b.....(3)		
	MAT2039 Pure Mathematics 20b.....(5)	
MAT1040 Applied Mathematics 10b ...(3)		
	MAT2040 Applied Mathematics 20b....(5)	
SCIENCE		
	SCN2231 Biology 20....(5)	SCN3230 Biology 30....(5)
SCN1270 Science 10....(5)	SCN2242 Chemistry 20 ....(5)	SCN3240 Chemistry 30 ....(5)
	SCN2261 Physics 20 ....(5)	SCN3260 Physics 30....(5)
	SCN2270 Science 20....(5)	SCN3270 Science 30 ....(5)
SCN1285 Science 14....(5)	SCN2285 Science 24....(5)	
SOCIAL STUDIES		
SST1150 Social Studies 10❹ .....(5)	SST2150 Social Studies 20.....(5)	SST3150 Social Studies 30.....(5)
SST1151 Social Studies 13❹ .....(5)	SST2151 Social Studies 23 .....(5)	SST3151 Social Studies 33.....(5)
PERSONAL DEVELOPMENT		
PED1415 Health and Personal Development 10 (2) (3) (4) (5)		
	PED2416 Career and Life Management 20.....(3) (4) (5)	
PED1435 Occupations 10 .....(2) (3)		
PED1445 Physical Education 10❹..... (3) (4) (5)	PED2445 Physical Education 20 .....(3) (4) (5)	PED3445 Physical Education 30 .....(3) (4) (5)

(continued)

❶ The course challenge and waiver prerequisite provisions do not apply to French 13.
❷ These course numberings refer to the six-year Ukrainian program approved in 1980.
❸ Mathematics 30 is the corequisite for Mathematics 31.
❹ The waiver prerequisite provision does not apply to Social Studies 10, Social Studies 13 or Physical Education 10.

Grade 10	Grade 11	Grade 12
FINE ARTS		
FNA1400 Art 10 ..... (3) (4) (5)	FNA2400 Art 20 .....(3) (4) (5)	FNA3400 Art 30 ..... (5)
FNA1405 Art 11..... (3) (4) (5)	FNA2405 Art 21 .....(3) (4) (5)	FNA3405 Art 31..... (5)
FNA1410 Drama 10 .....(3) (5)	FNA2410 Drama 20 .....(3) (5)	FNA3410 Drama 30 ..... (5)
FNA1420 Choral Music 10 .....(3) (5)	FNA2420 Choral Music 20 .....(3) (5)	FNA3420 Choral Music 30 ..... (5)
FNA1424 General Music 10 .....(3) (5)	FNA2424 General Music 20.....(3) (5)	FNA3424 General Music 30 .....(3) (5)
FNA1425 Instrumental Music 10 ....(3) (5)	FNA2425 Instrumental Music 20....(3) (5)	FNA3425 Instrumental Music 30..... (5)
SOCIAL SCIENCES		
	SSN2155 Political Thinking 20 ..... (3)	
	SSN2156 Comparative Government 20 ..... (3)	
	SSN2160 Religious Ethics 20..... (3)	
	SSN2161 Religious Meanings 20 ..... (3)	
	SSN2166 Local and Canadian Geography 20..... (3)	
	SSN2171 Personal Psychology 20 ..... (3)	
	SSN2172 General Psychology 20 ..... (3)	
	SSN2176 General Sociology 20 ..... (3)	
	SSN2177 Sociological Institutions 20 ..... (3)	
	SSN2181 Origins of Western Philosophy 20..... (3)	
	SSN2182 Contemporary Western Philosophy 20..... (3)	
	SSN2185 Western Canadian History 20..... (3)	
	SSN2186 Canadian History 20..... (3)	
	SSN2187 Economics for Consumers 20..... (3)	
		SSN3156 International Politics 30 ..... (3)
		SSN3161 World Religions 30 ..... (3)
		SSN3166 World Geography 30..... (3)
		SSN3171 Experimental Psychology 30 ..... (3)
		SSN3175 Cultural and Physical Anthropology 30 ..... (3)
		SSN3176 Applied Sociology 30 ..... (3)
		SSN3182 Philosophies of Man 30 ..... (3)
		SSN3183 Microeconomics 30..... (3)
		SSN3185 Western World History 30..... (3)
		SSN3194 Macroeconomics 30..... (3)
OTHER INSTRUCTION		
OTH1998 Work Experience 15❶		
	OTH2998 Work Experience 25❶	
		OTH3998 Work Experience 35❶
OTH1999 Special Projects 10 .....(3) (5)		
	OTH2999 Special Projects 20.....(3) (5)	
		OTH3999 Special Projects 30 .....(3) (5)

(continued)

❶ Each course, at each level, may be offered for 3, 4, 5, 6, 7, 8, 9 or 10 credits. Beginning in the 1994–1995 school year, the maximum total that can be credited toward the 100-credit graduation requirement is 15 credits. The waiver prerequisite provision does not apply to work experience courses.

Grade 10	Grade 11	Grade 12
INTEGRATED OCCUPATIONAL PROGRAM		
Academic Component		
IOP1119 English 16 ....(3)	IOP2119 English 26 ....(3)	IOP3119 English 36 ....(3)
IOP1159 Social Studies 16 ....(3)	IOP2159 Social Studies 26 ....(3)	
IOP1226 Mathematics 16 ....(3)	IOP2226 Mathematics 26 ....(3)	
IOP1291 Science 16 ....(3)	IOP2291 Science 26 ....(3)	
Occupational Component		
a) Agribusiness		
IOP1801 Agricultural Production 16 ....(3) (5)	IOP2801 Agricultural Production 26 ....(10)	IOP3801 Agricultural Production 36 ....(10)
IOP1802 Agricultural Mechanics 16 ....(3) (5)	IOP2802 Agricultural Mechanics 26 ....(10)	IOP3802 Agricultural Mechanics 36 ....(10)
IOP1915 Horticultural Services 16 ....(3) (5)	IOP2915 Horticultural Services 26 ....(10)	IOP3915 Horticultural Services 36 ....(10)
b) Business and Office Operations		
IOP1546 Business Services 16 ....(3) (5)	IOP2546 Business Services 26 ....(10)	IOP3546 Business Services 36 ....(10)
IOP1547 Office Services 16 ....(3) (5)	IOP2547 Office Services 26 ....(10)	IOP3547 Office Services 36 ....(10)
c) Construction and Fabrication		
IOP1847 Building Services 16 ....(3) (5)	IOP2847 Building Services 26 ....(10)	IOP3847 Building Services 36 ....(10)
IOP1851 Construction Services 16 ....(3) (5)	IOP2851 Construction Services 26 ....(10)	IOP3851 Construction Services 36 ....(10)
d) Creative Arts		
IOP1407 Crafts and Arts 16 ....(3) (5)	IOP2407 Crafts and Arts 26 ....(10)	IOP3407 Crafts and Arts 36 ....(10)
IOP1408 Technical Arts 16 ....(3) (5)	IOP2408 Technical Arts 26 ....(10)	IOP3408 Technical Arts 36 ....(10)
e) Natural Resources		
IOP1941 Natural Resource Services 16 ....(3) (5)	IOP2941 Natural Resource Services 26 ....(10)	IOP3941 Natural Resource Services 36 ....(10)
f) Personal and Public Services		
IOP1602 Child and Health Care 16 ....(3) (5)	IOP2602 Child and Health Care 26 ....(10)	IOP3602 Child and Health Care 36 ....(10)
IOP1603 Esthetology 16 ....(3) (5)	IOP2603 Esthetology 26 ....(10)	IOP3603 Esthetology 36 ....(10)
IOP1831 Hair Care 16 ....(3) (5)	IOP2831 Hair Care 26 ....(10)	IOP3831 Hair Care 36 ....(10)
IOP1877 Fashion and Fabric Services 16 ....(3) (5)	IOP2877 Fashion and Fabric Services 26 ....(10)	IOP3877 Fashion and Fabric Services 36 ....(10)
g) Tourism and Hospitality		
IOP1632 Commercial Food Preparation 16 ....(3) (5)	IOP2632 Commercial Food Preparation 26 ....(10)	IOP3632 Commercial Food Preparation 36 ....(10)
IOP1633 Food Services 16 ....(3) (5)	IOP2633 Food Services 26 ....(10)	IOP3633 Food Services 36 ....(10)
IOP1634 Maintenance and Hospitality Services 16 ....(3) (5)	IOP2634 Maintenance and Hospitality Services 26 ....(10)	IOP3634 Maintenance and Hospitality Services 36 ....(10)
h) Transportation		
IOP1747 Automotive Services 16 (3) (5)	IOP2747 Automotive Services 26 ....(10)	IOP3747 Automotive Services 36 ....(10)
IOP1748 Service Station Services 16 ....(3) (5)	IOP2748 Service Station Services 26 ....(10)	IOP3748 Service Station Services 36 ....(10)
IOP1749 Warehouse Services 16 ..(3) (5)	IOP2749 Warehouse Services 26 ....(10)	IOP3749 Warehouse Services 36 ....(10)

(continued)

CAREER AND TECHNOLOGY STUDIES★

Agriculture [Each course is worth 1 credit.]

AGR1010	Agriculture: The Big Picture
AGR1030	Production Basics
AGR1060	Consumer Products & Services
AGR1070	Basic Landscape/Turf Care
AGR1080	Basic Floral Design
AGR1090	Market Fundamentals
AGR1100	Agriculture Technology
AGR1110	Resource Management
AGR2020	Animal Husbandry/Welfare
AGR2030	Field Crops 1 (Materials & Processes)
AGR2040	Livestock/Poultry 1 (Materials & Processes)
AGR2050	Agrifoods 1 (Materials & Processes)
AGR2060	Landscape/Turf Management 1 (Maintenance Practices)
AGR2070	Equine 1 (Materials & Processes)
AGR2080	Floral Design 1 (Projects for All Occasions)
AGR2090	Marketing 1 (Open Marketing Structures)
AGR2100	Protected Structures
AGR2120	Soils Management 1 (Soil Properties/Classification)
AGR2130	Integrated Pest Management
AGR2140	Nursery/Greenhouse Crops 1 (Materials & Processes)
AGR3010	Issues in Agriculture
AGR3030	Field Crops 2 (Management Techniques)
AGR3040	Livestock/Poultry 2 (Management Techniques)
AGR3050	Agrifoods 2 (Standards & Regulation)
AGR3060	Landscape/Turf Management 2 (Installation & Repair)
AGR3070	Equine 2 (Management Techniques)
AGR3080	Floral Design 2 (Creative Design & Display)
AGR3090	Marketing 2 (Closed Marketing Structures)
AGR3100	Biotechnology
AGR3110	Water Management
AGR3120	Soils Management 2 (Soil Testing & Amending)
AGR3130	Sustainable Agriculture Systems
AGR3140	Nursery/Greenhouse Crops 2 (Management Techniques)

Community Health [Each course is worth 1 credit.]

CMH1010	Family Dynamics
CMH1040	Caring for Children
CMH1050	Child Development
CMH1060	Home Care 1
CMH1080	Perspectives on Health
CMH2010	Adolescent Health Issues
CMH2020	Perspectives on Marriage
CMH2030	Community Volunteerism
CMH2050	Day Care 1
CMH2060	Home Care 2 (Personal Care Services)
CMH2070	Sensory Challenges
CMH2080	Respiratory System
CMH2090	Circulatory System
CMH2100	Musculoskeletal System
CMH2110	Complementary Therapies
CMH2120	First Aid/CPR
CMH2130	Sports First Aid 1
CMH3010	Family Issues
CMH3020	Parenting
CMH3030	Aging
CMH3040	Prenatal & Postnatal Care
CMH3050	Day Care 2
CMH3060	Home Care 3 (Special Conditions)
CMH3070	Challenged Individuals
CMH3080	Digestive System
CMH3090	Nervous/Endocrine Systems
CMH3100	Mental Health
CMH3110	Advances in Medical Technology
CMH3120	First Aid/CPR for Children
CMH3130	Sports First Aid 2
CTR1210	Personal Safety (Management)

(continued)

★The computer system accepts only 25 characters for a course name, including spaces, and that is how courses appear on the Student Profile statement on transcripts. These 1-credit courses are rolled up under strand names.

CAREER AND TECHNOLOGY STUDIES★ (continued)

Communication Technology [Each course is worth 1 credit.]

COM1010	Presentation & Communication 1
COM1020	Media & You
COM1030	Photography 1
COM1050	Printing 1
COM1060	Audio/Video Production 1
COM1070	Animation 1
COM1080	Digital Design 1
COM2010	Presentation & Communication 2
COM2020	Media Design & Analysis 1
COM2030	Script Writing 1
COM2040	Photography 2
COM2050	Photographic Communication
COM2060	Photographic Techniques 1
COM2070	Printing Techniques 1
COM2080	Printing Applications 1
COM2090	Audio/Video 1
COM2100	Audio/Video 2
COM2110	Animation 2
COM2120	Digital Design 2
COM2130	Special Effects Photography
COM3010	Presentation & Communication 3
COM3020	Media Design & Analysis 2
COM3030	Script Writing 2
COM3040	Photography 3
COM3050	Photojournalism
COM3060	Photographic Techniques 2
COM3070	Colour Photography
COM3080	Printing Techniques 2
COM3090	Printing Applications 2
COM3100	Audio 3
COM3110	Video 3
COM3120	Animation 3
COM3130	Digital Design 3

Construction Technologies [Each course is worth 1 credit.]

CON1010	Basic Tools & Materials
CON1070	Building Construction
CON1120	Project Management
CON1130	Solid Stock Construction
CON1140	Turning Operations
CON1160	Manufactured Materials
CON1180	Mold Making & Casting
CON2010	Site Preparation
CON2020	Concrete Forming
CON2030	Alternative Foundations
CON2040	Framing Systems 1 (Floor & Wall)
CON2050	Roof Structures 1 (Framing & Finishing)
CON2060	Exterior Finishing (Door, Window & Siding)
CON2070	Electrical Systems
CON2080	Plumbing Systems
CON2090	Climate Control Systems
CON2100	Agri-structures
CON2120	Multiple Materials
CON2130	Furniture Making 1 (Box Construction)
CON2140	Furniture Making 2 (Frame & Panel)
CON2150	Finishing & Refinishing
CON2160	Cabinetmaking 1 (Web & Face Frame)
CON2170	Cabinetmaking 2 (Door & Drawer)
CON2180	Wood Forming
CON2190	Manufacturing Systems
CON2200	Product Development
CON3010	Concrete Work (Structures & Finishes)
CON3020	Masonry Work (Structures & Finishes)
CON3030	Wall & Ceiling Finishing
CON3040	Stair Construction
CON3050	Roof Structures 2 (Framing & Covering)
CON3060	Doors & Trim
CON3070	Floorcovering
CON3080	Energy-efficient Housing
CON3090	Renovations/Restorations
CON3100	Commercial Structures
CON3110	Site Management
CON3120	Tool Maintenance
CON3130	Furniture Making 3 (Leg & Rail)
CON3140	Furniture Making 4 (Surface Enhancement)
CON3150	Furniture Repair
CON3160	Cabinetmaking 3 (Cabinets/Countertops)
CON3170	Cabinetmaking 4 (Layout & Installation)
CON3190	Production Planning
CON3200	Production Management
CON3210	Framing Systems 2 (Floor, Wall & Ceiling)

(continued)

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CAREER AND TECHNOLOGY STUDIES★ (continued)

Cosmetology Studies [Each course is worth 1 credit.]

COS1010	Personal Images
COS1020	Hair Graphics 1
COS1030	Hair & Scalp Care 1
COS1040	Forming & Finishing 1
COS1050	Permanent Waving 1 (The Physical Process)
COS1060	Skin Care 1 (Basic Practices)
COS1070	Manicuring 1
COS1080	Theatrical Makeup 1 (Basic Principles)
COS2010	Hair Graphics 2
COS2020	Hair & Scalp Care 2
COS2030	Forming & Finishing 2
COS2040	Haircutting 1
COS2050	Hair Care & Cutting 1 (Client Services)
COS2060	Permanent Waving 2 (Cold Waving)
COS2070	Permanent Waving 3 (Heat-assisted)
COS2080	Permanent Waving 4 (Client Services)
COS2090	Colouring 1
COS2100	Colour Removal 1
COS2110	Colouring & Removal 1 (Client Services)
COS2120	Facials & Makeup 1
COS2130	Facials & Makeup 2 (Client Services)
COS2140	Skin Care 2 (Client Services)
COS2150	Manicuring 2
COS2160	Nail Art
COS2170	Manicuring 3 (Client Services)
COS2180	Hairpieces & Extensions
COS2190	Theatrical Makeup 2 (Planning the Images)
COS2200	Historical Cosmetology
COS2210	Sales & Service 1 (Principles & Practices)
COS3010	Professional Practices
COS3020	Long Hair Graphics
COS3030	Hair & Scalp Care 3
COS3040	Hair & Scalp Care 4 (Client Services)
COS3050	Haircutting 2
COS3060	Haircutting 3 (Client Services)
COS3070	Hair Care & Cutting 2 (Client Services)
COS3080	Permanent Waving 5 (Designer)
COS3090	Relax/Straighten Hair
COS3100	Wave, Relax & Straighten Hair (Client Services)
COS3110	Colouring 2 (Permanent)
COS3120	Colour Removal 2
COS3130	Colouring & Removal 2 (Client Services)
COS3140	Body Therapy
COS3150	Hair Removal
COS3160	Skin Care 3 (Client Services)
COS3170	Male Facial Grooming 1
COS3180	Male Facial Grooming 2 (Client Services)
COS3190	Nail Technology
COS3200	Pedicuring
COS3210	Nail Care (Client Services)
COS3220	Wigs & Toupees
COS3230	Hair Goods (Client Services)
COS3240	Theatrical Makeup 3 (Changing Images)
COS3250	Theatrical Makeup 4 (Client Services)
COS3260	Facial & Body Adornment
COS3270	Creative Cosmetology
COS3280	Sales & Service 2 (Effectiveness)
COS3290	Competition Cosmetology

Career Transitions [Each course is worth 1 credit.]

CTR1010	Job Preparation
CTR1020	Leading by Example
CTR1110	Project 1A
CTR1120	Project 1B
CTR1210	Personal Safety (Management)
CTR2010	Job Maintenance
CTR2020	Taking the Lead
CTR2030	Governance & Leadership
CTR2110	Project 2A
CTR2120	Project 2B
CTR2130	Project 2C
CTR2140	Project 2D
CTR2150	Project 2E
CTR2210	Workplace Safety (Practices)
CTR3010	Preparing for Change
CTR3020	Organizational Leadership
CTR3030	Leading for Change
CTR3040	Practicum A
CTR3050	Practicum B
CTR3060	Practicum C
CTR3070	Practicum D
CTR3080	Practicum E
CTR3110	Project 3A
CTR3120	Project 3B
CTR3130	Project 3C
CTR3140	Project 3D
CTR3150	Project 3E
CTR3210	Safety Management Systems

(continued)

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CAREER AND TECHNOLOGY STUDIES★ (continued)

Design Studies [Each course is worth 1 credit.]

DES1010	Sketch, Draw & Model
DES1020	The Design Process
DES1030	2-D Design Fundamentals
DES1040	3-D Design Fundamentals
DES1050	CAD Fundamentals (Computer-aided Design)
DES1060	Drafting/Design Fundamentals
DES2010	2-D Design Applications
DES2020	3-D Design Applications
DES2030	CAD Applications (Computer-aided Design)
DES2040	Drafting/Design Applications
DES2050	Technical Drawing Applications
DES2060	The Evolution of Design
DES3010	2-D Design Studio 1
DES3020	2-D Design Studio 2
DES3030	2-D Design Studio 3
DES3040	3-D Design Studio 1
DES3050	3-D Design Studio 2
DES3060	3-D Design Studio 3
DES3070	Living Environment Studio 1
DES3080	Living Environment Studio 2
DES3090	Living Environment Studio 3
DES3100	CAD Modelling Studio (Computer-aided Design)
DES3110	Drafting/Design Studio 1
DES3120	Drafting/Design Studio 2
DES3130	Drafting/Design Studio 3
DES3140	Technical Drawing Studio 1
DES3150	Technical Drawing Studio 2
DES3160	Technical Drawing Studio 3
DES3170	Visualizing the Future
DES3180	The Design Profession
DES3190	Portfolio Presentation

Enterprise and Innovation [Each course is worth 1 credit.]

ENT1010	Challenge & Opportunity
ENT1020	Planning a Venture
ENT2010	Analyzing Ventures
ENT2020	Financing Ventures
ENT2030	Marketing the Venture
ENT2040	Implementing the Venture
ENT3010	Managing the Venture
ENT3020	Expanding the Venture

Electro-Technologies [Each course is worth 1 credit.]

ELT1010	Electro-assembly 1
ELT1030	Conversion & Distribution
ELT1050	Electronic Power Supply 1
ELT1060	Digital Technology 1
ELT1080	Control Systems 1
ELT1090	Analog Communication 1
ELT1100	Electronic Communication
ELT1110	Security Systems 1
ELT1130	Robotics 1
ELT2010	Electro-assembly 2
ELT2020	Electrical Servicing
ELT2030	Branch Circuit Wiring
ELT2050	Electronic Power Supply 2
ELT2060	Digital Technology 2
ELT2070	Computer Technology
ELT2080	Control Systems 2
ELT2090	Analog Communication 2
ELT2100	Radio Communication
ELT2110	Security Systems 2
ELT2120	Electro-optics
ELT2130	Magnetic Control Devices
ELT2140	Robotics 2
ELT2150	Electronic Controls
ELT3010	Electro-assembly 3
ELT3020	Electronic Servicing
ELT3030	Power Systems & Services
ELT3040	Generation/Transformation
ELT3060	Digital Technology 3
ELT3070	Digital Applications
ELT3080	Microprocessors
ELT3090	Microprocessor Interface
ELT3100	Analog Communication 3
ELT3110	Amplifiers
ELT3130	Data/Telemetry Systems
ELT3140	Motors
ELT3150	Robotics 3
ELT3160	Control Applications

(continued)

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CAREER AND TECHNOLOGY STUDIES★ (continued)

Energy and Mines [Each course is worth 1 credit.]

ENM1010	Overview of Alberta Geology
ENM1020	Nonrenewable Resources
ENM1050	Renewable Resources
ENM1060	Consumer Products & Services
ENM1090	Fundamentals of Recycling
ENM1100	Conservation Challenge
ENM2010	Managing Alberta's Resources
ENM2020	Conventional Oil/Gas 1 (Resource Exploration)
ENM2030	Oil Sands/Heavy Oil/Coal 1 (Resource Exploration)
ENM2040	Metals/Nonmetals 1 (Resource Exploration)
ENM2050	Renewable Energy Technology
ENM2060	Refining Hydrocarbons
ENM2070	Refining Rocks & Minerals
ENM2080	Supply & Distribution
ENM2090	Energy Designs/Systems 1 (Basic Principles)
ENM2100	Environmental Safety
ENM3010	Energy & the Environment
ENM3020	Conventional Oil/Gas 2 (Recovery & Production)
ENM3030	Oil Sands/Heavy Oil/Coal 2 (Recovery & Production)
ENM3040	Metals/Nonmetals 2 (Recovery & Production)
ENM3050	Sustainable Energy (The Power & Potential)
ENM3060	Petrochemicals
ENM3070	Industrial Materials (Primary Manufacturing)
ENM3080	Market Basics & Trends
ENM3090	Energy Designs/Systems 2 (Practical Applications)
ENM3100	Integrated Resource Management (Balancing Needs)

Fabrication Studies [Each course is worth 1 credit.]

CON1010	Basic Tools & Materials
FAB1040	Oxyacetylene Welding
FAB1050	Basic Electric Welding
FAB1090	Sheet Fabrication 1 (Hand Processes)
FAB1100	Fabrication Principles
FAB1110	Bar & Tubular Fabrication
FAB1120	Foundry 1 (One-piece Pattern)
FAB1130	Principles of Machining
FAB1160	Production Systems
FAB2010	Structural Engineering
FAB2020	Print Reading
FAB2030	Oxyfuel Welding
FAB2040	Thermal Cutting
FAB2050	Arc Welding 1
FAB2060	Arc Welding 2
FAB2070	Gas Metal Arc Welding 1
FAB2090	Sheet Fabrication 2 (Machine Processes)
FAB2100	Sheet Fabrication 3 (Parallel Line)
FAB2110	Forging Fundamentals
FAB2120	Foundry 2 (Split Pattern)
FAB2130	Precision Turning 1
FAB2140	Precision Milling 1
FAB2150	CNC Turning (Computer Numerical Control)
FAB2160	Custom Fabrication
FAB2170	Pipe Fitting
FAB3010	Materials Testing
FAB3020	Metallurgy Fundamentals
FAB3030	Gas Tungsten Arc Welding
FAB3040	Specialized Welding
FAB3050	Arc Welding 3
FAB3060	Arc Welding 4
FAB3070	Pipe & Tubular Welding
FAB3080	Automated Welding
FAB3090	Sheet Fabrication 4 (Radial Line)
FAB3110	Sheet Fabrication 5 (Duct Components)
FAB3120	Foundry 3 (Core Molding)
FAB3130	Precision Turning 2
FAB3140	Precision Milling 2
FAB3150	CNC Milling (Computer Numerical Control)
FAB3160	Prefabrication Principles
FAB3170	Gas Metal Arc Welding 2

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CAREER AND TECHNOLOGY STUDIES★ (continued)

Fashion Studies [Each course is worth 1 credit.]

FAS1030	Ready, Set, Sew!
FAS1040	Fashion Basics
FAS1050	Repair & Recycle
FAS1060	Creating Accessories 1
FAS1070	Creative Yarns/Textiles
FAS2010	Fashion Dynamics
FAS2020	Fashion Illustration 1
FAS2030	CAD Patterns 1 (Computer-aided Design)
FAS2040	Evolution of Fashion
FAS2050	Flat Pattern
FAS2060	Pattern Drafting 1
FAS2070	Creative Construction
FAS2080	Activewear
FAS2090	Specialty Fabrics 1
FAS2100	Sewing for Others
FAS2110	Creating Home Decor
FAS2120	Surface Embellishment
FAS2140	Fashion Merchandising
FAS2150	Upholstery
FAS2160	Creating Accessories 2
FAS3010	Fashion Illustration 2
FAS3020	CAD Patterns 2 (Computer-aided Design)
FAS3030	Pattern Drafting 2
FAS3040	Contemporary Tailoring
FAS3060	Couture
FAS3070	Creators of Fashion
FAS3080	Cultural Fashions
FAS3090	Specialty Fabrics 2
FAS3140	Fashion Retailing

Financial Management [Each course is worth 1 credit.]

FIN1010	Financial Information
FIN1020	Service Business 1
FIN1030	Service Business 2
FIN2010	Taxation (Personal & Small Business)
FIN2020	Merchandising Business 1
FIN2030	Merchandising Business 2
FIN2040	Financial Software
FIN2050	Financial Simulation
FIN3010	Advanced Accounting
FIN3020	Management Accounting
FIN3030	Business Organizations
FIN3040	Financial Statements
FIN3060	Financial Analysis
FIN3070	Financial Planning

Foods [Each course is worth 1 credit.]

FOD1010	Food Basics
FOD1020	Baking Basics
FOD1030	Snacks & Appetizers
FOD1040	Meal Planning 1
FOD1050	Fast & Convenience Foods
FOD1060	Canadian Heritage Foods
FOD2010	Food & Nutrition Basics
FOD2020	Nutrition & the Athlete
FOD2030	Food Decisions & Health
FOD2040	Cake & Pastry
FOD2050	Yeast Breads & Rolls
FOD2060	Milk Products & Eggs
FOD2070	Stocks, Soups & Sauces
FOD2080	Vegetables/Fruits/Grains
FOD2090	Creative Cold Foods
FOD2100	Basic Meat Cookery
FOD2110	Fish & Poultry
FOD2120	Meal Planning 2
FOD2130	Vegetarian Cuisine
FOD2140	Rush Hour Cuisine
FOD2150	Food Safety & Sanitation
FOD2160	Food Venture
FOD2170	International Cuisine 1
FOD3010	Food for the Life Cycle
FOD3020	Nutrition & Digestion
FOD3030	Creative Baking
FOD3040	Advanced Yeast Products
FOD3050	Advanced Soups & Sauces
FOD3060	Food Presentation
FOD3070	Short Order Cooking
FOD3080	Advanced Meat Cookery
FOD3090	Basic Meat Cutting
FOD3100	Entertaining with Food
FOD3110	Food Processing
FOD3120	Food Evolution/Innovation
FOD3130	The Food Entrepreneur
FOD3140	International Cuisine 2

(continued)

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CAREER AND TECHNOLOGY STUDIES★ (continued)

Forestry [Each course is worth 1 credit.]

FOR1010	Why Forestry?
FOR1020	Forest Regions of Canada
FOR1040	Woods Survival 1 (Survival Skills)
FOR1050	Mapping & Aerial Photos
FOR1060	Measuring the Forest 1 (Measurement Skills)
FOR1090	Forest Ecology 1 (Ecosystem Dynamics)
FOR1100	Forests Forever 1 (Forest Use & Protection)
FOR2010	Making a Difference (Protection & Stewardship)
FOR2030	Managing Alberta Forests
FOR2040	Woods Survival 2 (Wilderness Excursion)
FOR2060	Measuring the Forest 2 (Sampling Techniques)
FOR2070	Harvest Practices (Fibre Harvest & Processing)
FOR2100	Forests Forever 2 (Management Practices)
FOR2120	Users in the Forest
FOR3010	Issues in Forestry
FOR3060	Measuring the Forest 3 (Survey Applications)
FOR3070	The Forest Marketplace
FOR3080	Forest Technology Applications
FOR3090	Forest Ecology 2 (Silvics & Succession)
FOR3110	Silviculture (Growing the Forest)
FOR3120	Integrated Resource Management (Balancing Needs)

Information Processing [Each course is worth 1 credit.]

INF1010	Computer Operations
INF1020	Keyboarding 1
INF1030	Word Processing 1
INF1040	Graphics Tools
INF1050	Database 1
INF1060	Spreadsheet 1
INF1070	Hypermedia Tools
INF1080	Programming 1
INF1090	Information Highway 1
INF2010	Workstation Operations
INF2030	Keyboarding 2
INF2040	Keyboarding 3
INF2050	Word Processing 2
INF2060	Electronic Publishing 1
INF2070	Database 2
INF2080	Spreadsheet 2
INF2090	Correspondence
INF2100	Reports
INF2110	Tables/Forms
INF2120	Software Integration 1
INF2130	Multimedia Authoring 1
INF2140	Process Control
INF2150	Programming 2
INF2160	Programming 3
INF2170	Programming 4
INF2180	Programming 5
INF2190	Telecommunications 1
INF2200	Information Highway 2
INF3010	Hardware/Software Analysis
INF3020	Local Area Networks
INF3030	Keyboarding 4
INF3040	Keyboarding 5
INF3050	Keyboarding 6
INF3060	Word Processing 3
INF3070	Electronic Publishing 2
INF3080	Information Management Tools
INF3090	Software Integration 3
INF3100	Specialization 1
INF3110	Specialization 2
INF3120	Software Integration 2
INF3130	Multimedia Authoring 2
INF3140	Expert Systems
INF3150	Programming Application 1
INF3160	Programming Application 2
INF3170	Programming Application 3
INF3180	Telecommunications 2
INF3190	Information Highway 3
INF3200	Internet Services

(continued)

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CAREER AND TECHNOLOGY STUDIES★ (continued)

Legal Studies [Each course is worth 1 credit.]

LGS1010	You & the Law 1 (as a Consumer and as a Family Member)
LGS1020	You & the Law 2 (in Society and in the Workplace)
LGS2010	Family Law
LGS2020	Labour Law
LGS2030	Environmental Law
LGS2050	Law & the Traveller
LGS3010	Consumer & Property Law
LGS3020	Dispute Resolution
LGS3040	Negligence
LGS3050	Law & Small Business
LGS3060	Controversy & Change
LGS3070	Landmark Decisions
LGS3080	Criminal Law

Logistics [Each course is worth 1 credit.]

LOG1010	Logistics
LOG1020	Warehouse & Distribute 1
LOG1030	Traffic & Transport 1
LOG1040	Purchasing 1
LOG2010	Warehouse & Distribute 2
LOG2020	Traffic & Transport 2
LOG2030	Purchasing 2
LOG2040	Inventory Management 1
LOG3010	Warehouse & Distribute 3
LOG3020	Traffic & Transport 3
LOG3030	Purchasing 3
LOG3040	Inventory Management 2

Management and Marketing [Each course is worth 1 credit.]

MAM1010	Management & Marketing Basics
MAM1020	Quality Customer Service
MAM1030	Communication Strategies 1
MAM2010	Managing for Quality
MAM2020	Promotion: Advertising
MAM2030	Promotion: Visual Merchandising
MAM2040	Retail Operations
MAM2050	Office Systems 1
MAM2060	Communication Strategies 2
MAM2080	Records Management 1
MAM3010	The Business Organization
MAM3020	Business in the Canadian Economy
MAM3030	Business in the Global Marketplace
MAM3040	Promotion: Sales Techniques
MAM3050	Distributing Goods & Services
MAM3060	Setting Up a Retail Store
MAM3070	Office Systems 2
MAM3080	Communication Strategies 3
MAM3090	Records Management 2

(continued)

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CAREER AND TECHNOLOGY STUDIES★ (continued)

Mechanics [Each course is worth 1 credit.]

MEC1010	Modes & Mechanisms
MEC1020	Vehicle Service & Care
MEC1040	Engine Fundamentals
MEC1090	Electrical Fundamentals
MEC1110	Pneumatics & Hydraulics
MEC1130	Mechanical Systems
MEC1150	Ride & Control Systems
MEC1160	Structures & Materials
MEC1170	Metal Forming & Finishing
MEC1190	Surface Preparation 1
MEC2010	Vehicle Detailing
MEC2020	Vehicle Maintenance
MEC2030	Lubrication & Cooling
MEC2040	Fuel & Exhaust Systems
MEC2050	Alternative Fuel Engines
MEC2060	Ignition Systems
MEC2070	Emission Controls
MEC2090	Electrical Components
MEC2100	Power Assist Accessories
MEC2110	Braking Systems
MEC2120	Hydraulic Accessories
MEC2130	Drive Trains
MEC2140	Transmissions/Transaxles
MEC2150	Suspension Systems
MEC2160	Steering Systems
MEC2170	Metal Repair & Finishing
MEC2180	Trim Replacement
MEC2190	Surface Preparation 2
MEC2200	Refinishing 1
MEC2210	Touch-up & Finishing
MEC2220	Interior Repairs
MEC3010	Buying & Selling Vehicles
MEC3020	Vehicle Value Appraisal
MEC3030	Engine Diagnosis
MEC3040	Engine Tune-up
MEC3050	Engine Replacement
MEC3060	Engine Reconditioning 1
MEC3070	Engine Reconditioning 2
MEC3080	Alternative Energy Systems
MEC3090	Computer Systems
MEC3100	Safety Systems
MEC3110	Climate Control
MEC3120	Power Assisting
MEC3130	Automatic Transmissions
MEC3140	Drive Train Repair
MEC3150	Wheel Alignment
MEC3160	Body Repair Estimation
MEC3170	Damage Analysis
MEC3180	Damage Repair 1
MEC3190	Damage Repair 2
MEC3200	Refinishing 2
MEC3210	Plastic & Fibreglass
MEC3220	Glass Replacement
MEC3230	Refinishing 3

Tourism Studies [Each course is worth 1 credit.]

TOU1010	The Tourism Industry
TOU1020	People & Places
TOU1030	Quality Guest Service
TOU1040	The Food Sector
TOU1050	The Accommodation Sector
TOU1060	The Travel Sector
TOU1070	The Attractions Sector
TOU2010	Tourism Events
TOU2040	Food Functions
TOU2050	Meetings & Conferences
TOU2060	Tourism Destinations 1
TOU2070	Tourism Destinations 2
TOU2080	Travel Planning
TOU2090	Tourism Interpretation 1
TOU2100	Tourism Interpretation 2
TOU3030	Food Service Operations
TOU3040	Hotel/Motel Operations
TOU3050	Alternative Accommodations
TOU3060	Travel Agency Operations
TOU3070	Reservations & Ticketing
TOU3080	Air Transportation
TOU3090	Surface Transportation
TOU3100	Attractions Operations
TOU3110	Adventure & Ecotourism

(continued)

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CAREER AND TECHNOLOGY STUDIES★ (continued)

Wildlife [Each course is worth 1 credit.]

WLD1010	What Is Wildlife?
WLD1020	Natural History of Wildlife
WLD1030	Outdoor Experiences 1 (Survival Skills)
WLD1050	Taking Responsibility (People, Culture & Wildlife)
WLD1070	Hunting & Game Management 1 (Ethics/Game Identification)
WLD1080	Angling & Fish Management
WLD2020	Measuring the Value (Diversity of Wildlife Values)
WLD2030	Outdoor Experiences 2 (Wilderness Excursion)
WLD2040	Wildlife Spaces & Species
WLD2060	Interactions (Wildlife & Society)
WLD2070	Hunting & Game Management 2 (Field Techniques/Regulations)
WLD2090	Issues in Wildlife 1 (Research & Analysis)
WLD3020	Making a Difference (Protection & Stewardship)
WLD3040	Wildlife Research
WLD3050	Wildlife Management 1 (Basic Principles)
WLD3060	Wildlife Management 2 (Applications)
WLD3090	Issues in Wildlife 2 (Negotiation & Debate)

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Appendix 2

Registered Apprenticeship Program (RAP), Course Codes and Course Names

The Registered Apprenticeship Program (RAP) is a program in which students spend part of their time in school and part in industry as registered apprentices in one of the designated trades. Students enrolled in RAP courses are counted as full-time high school students and as registered apprentices.

To enter the program, students must be in senior high school and meet the grade entrance requirement to the selected trade or pass the trade entrance examination. Students enrolling in RAP must be registered with both Alberta Education and the Apprenticeship and Trade Certification Branch, Alberta Advanced Education and Career Development.

Registered Apprenticeship Program courses are classified as locally developed courses. School jurisdictions intending to offer this program should refer to the following policy and service documents:

- Off-campus Education policy found in the *Alberta Education Policy, Regulations and Forms Manual*
- *Off-campus Education Guide for Administrators, Counsellors and Teachers*, 1997
- RAP Information Package—available through the Curriculum Standards Branch.

Grade 10	Grade 11	Grade 12
REGISTERED APPRENTICESHIP PROGRAM (RAP)		
RAP4164 Agricultural Mechanic 15 ..... (5)	RAP5164 Agricultural Mechanic 25a....(5) RAP5165 Agricultural Mechanic 25b....(5) RAP5166 Agricultural Mechanic 25c....(5)	RAP6164 Agricultural Mechanic 35a.....(5) RAP6165 Agricultural Mechanic 35b.....(5) RAP6166 Agricultural Mechanic 35c .....(5) RAP6167 Agricultural Mechanic 35d.....(5)
RAP1659 Appliance Serviceman 15.... (5)	RAP2659 Appliance Serviceman 25a ..(5) RAP2660 Appliance Serviceman 25b ..(5) RAP2661 Appliance Serviceman 25c ..(5)	RAP3659 Appliance Serviceman 35a ....(5) RAP3660 Appliance Serviceman 35b ....(5) RAP3661 Appliance Serviceman 35c.....(5) RAP3662 Appliance Serviceman 35d ....(5)
RAP1992 Auto Body Technician 15 .... (5)	RAP2992 Auto Body Technician 25a ...(5) RAP2993 Auto Body Technician 25b ...(5) RAP2994 Auto Body Technician 25c ..,(5)	RAP3992 Auto Body Technician 35a .....(5) RAP3993 Auto Body Technician 35b .....(5) RAP3994 Auto Body Technician 35c .....(5) RAP3995 Auto Body Technician 35d .....(5)
RAP1762 Automotive Service Technician 15..... (5)	RAP2762 Automotive Service Technician 25a .....(5) RAP2763 Automotive Service Technician 25b .....(5) RAP2764 Automotive Service Technician 25c.....(5)	RAP3762 Automotive Service Technician 35a .....(5) RAP3763 Automotive Service Technician 35b .....(5) RAP3764 Automotive Service Technician 35c.....(5) RAP3765 Automotive Service Technician 35d .....(5)
RAP4100 Baker 15..... (5)	RAP5100 Baker 25a .....(5) RAP5101 Baker 25b .....(5) RAP5102 Baker 25c .....(5)	RAP6100 Baker 35a .....(5) RAP6101 Baker 35b .....(5) RAP6102 Baker 35c .....(5) RAP6103 Baker 35d .....(5)
RAP4168 Boilermaker 15..... (5)	RAP5168 Boilermaker 25a.....(5) RAP5169 Boilermaker 25b.....(5) RAP5170 Boilermaker 25c.....(5)	RAP6168 Boilermaker 35a.....(5) RAP6169 Boilermaker 35b.....(5) RAP6170 Boilermaker 35c.....(5) RAP6171 Boilermaker 35d.....(5)
RAP4172 Bricklayer 15 ..... (5)	RAP5172 Bricklayer 25a.....(5) RAP5173 Bricklayer 25b.....(5) RAP5174 Bricklayer 25c .....(5)	RAP6172 Bricklayer 35a.....(5) RAP6173 Bricklayer 35b.....(5) RAP6174 Bricklayer 35c .....(5) RAP6175 Bricklayer 35d.....(5)

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Grade 10	Grade 11	Grade 12
REGISTERED APPRENTICESHIP PROGRAM (RAP) (continued)		
RAP4104 Cabinetmaker 15 ....(5)	RAP5104 Cabinetmaker 25a ....(5) RAP5105 Cabinetmaker 25b ....(5) RAP5106 Cabinetmaker 25c ....(5)	RAP6104 Cabinetmaker 35a ....(5) RAP6105 Cabinetmaker 35b ....(5) RAP6106 Cabinetmaker 35c....(5) RAP6107 Cabinetmaker 35d ....(5)
RAP4108 Carpenter 15 ....(5)	RAP5108 Carpenter 25a....(5) RAP5109 Carpenter 25b....(5) RAP5110 Carpenter 25c....(5)	RAP6108 Carpenter 35a....(5) RAP6109 Carpenter 35b....(5) RAP6110 Carpenter 35c....(5) RAP6111 Carpenter 35d....(5)
RAP4180 Communication Electrician 15 ....(5)	RAP5180 Communication Electrician 25a....(5) RAP5181 Communication Electrician 25b....(5) RAP5182 Communication Electrician 25c....(5)	RAP6180 Communication Electrician 35a....(5) RAP6181 Communication Electrician 35b....(5) RAP6182 Communication Electrician 35c....(5) RAP6183 Communication Electrician 35d....(5)
RAP4176 Concrete Finisher 15....(5)	RAP5176 Concrete Finisher 25a ....(5) RAP5177 Concrete Finisher 25b ....(5) RAP5178 Concrete Finisher 25c....(5)	RAP6176 Concrete Finisher 35a....(5) RAP6177 Concrete Finisher 35b....(5) RAP6178 Concrete Finisher 35c....(5) RAP6179 Concrete Finisher 35d....(5)
RAP4112 Cook 15 ....(5)	RAP5112 Cook 25a ....(5) RAP5113 Cook 25b ....(5) RAP5114 Cook 25c ....(5)	RAP6112 Cook 35a ....(5) RAP6113 Cook 35b ....(5) RAP6114 Cook 35c ....(5) RAP6115 Cook 35d ....(5)
RAP4184 Crane and Hoisting Equipment Operator 15....(5)	RAP5184 Crane and Hoisting Equipment Operator 25a....(5) RAP5185 Crane and Hoisting Equipment Operator 25b....(5) RAP5186 Crane and Hoisting Equipment Operator 25c....(5)	RAP6184 Crane and Hoisting Equipment Operator 35a....(5) RAP6185 Crane and Hoisting Equipment Operator 35b....(5) RAP6186 Crane and Hoisting Equipment Operator 35c....(5) RAP6187 Crane and Hoisting Equipment Operator 35d....(5)
RAP4116 Electrical Rewind Mechanic 15....(5)	RAP5116 Electrical Rewind Mechanic 25a ....(5) RAP5117 Electrical Rewind Mechanic 25b ....(5) RAP5118 Electrical Rewind Mechanic 25c ....(5)	RAP6116 Electrical Rewind Mechanic 35a ....(5) RAP6117 Electrical Rewind Mechanic 35b ....(5) RAP6118 Electrical Rewind Mechanic 35c ....(5) RAP6119 Electrical Rewind Mechanic 35d ....(5)
RAP1758 Electrician 15 ....(5)	RAP2758 Electrician 25a ....(5) RAP2759 Electrician 25b ....(5) RAP2760 Electrician 25c ....(5)	RAP3758 Electrician 35a ....(5) RAP3759 Electrician 35b ....(5) RAP3760 Electrician 35c ....(5) RAP3761 Electrician 35d ....(5)
RAP1651 Electronic Technician 15 ....(5)	RAP2651 Electronic Technician 25a....(5) RAP2652 Electronic Technician 25b....(5) RAP2653 Electronic Technician 25c....(5)	RAP3651 Electronic Technician 35a...(5) RAP3652 Electronic Technician 35b...(5) RAP3653 Electronic Technician 35c...(5) RAP3654 Electronic Technician 35d...(5)
RAP4256 Elevator Constructor 15 ....(5)	RAP5256 Elevator Constructor 25a....(5) RAP5257 Elevator Constructor 25b....(5) RAP5258 Elevator Constructor 25c ....(5)	RAP6256 Elevator Constructor 35a....(5) RAP6257 Elevator Constructor 35b....(5) RAP6258 Elevator Constructor 35c....(5) RAP6259 Elevator Constructor 35d....(5)
RAP4120 Floorcovering Installer 15....(5)	RAP5120 Floorcovering Installer 25a...(5) RAP5121 Floorcovering Installer 25b...(5) RAP5122 Floorcovering Installer 25c...(5)	RAP6120 Floorcovering Installer 35a..(5) RAP6121 Floorcovering Installer 35b..(5) RAP6122 Floorcovering Installer 35c..(5) RAP6123 Floorcovering Installer 35d..(5)

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Grade 10	Grade 11	Grade 12
REGISTERED APPRENTICESHIP PROGRAM (RAP) (continued)		
RAP4124 Gasfitter—First Class 15 (5)	RAP5124 Gasfitter—First Class 25a (5) RAP5125 Gasfitter—First Class 25b (5) RAP5126 Gasfitter—First Class 25c (5)	RAP6124 Gasfitter—First Class 35a (5) RAP6125 Gasfitter—First Class 35b (5) RAP6126 Gasfitter—First Class 35c (5) RAP6127 Gasfitter—First Class 35d (5)
RAP4128 Glazier 15 (5)	RAP5128 Glazier 25a (5) RAP5129 Glazier 25b (5) RAP5130 Glazier 25c (5)	RAP6128 Glazier 35a (5) RAP6129 Glazier 35b (5) RAP6130 Glazier 35c (5) RAP6131 Glazier 35d (5)
RAP1853 Hairstylist 15 (5)	RAP2853 Hairstylist 25a (5) RAP2854 Hairstylist 25b (5) RAP2855 Hairstylist 25c (5)	RAP3853 Hairstylist 35a (5) RAP3854 Hairstylist 35b (5) RAP3855 Hairstylist 35c (5) RAP3856 Hairstylist 35d (5)
RAP1988 Heavy Equipment Technician 15 (5)	RAP2988 Heavy Equipment Technician 25a (5) RAP2989 Heavy Equipment Technician 25b (5) RAP2990 Heavy Equipment Technician 25c (5)	RAP3988 Heavy Equipment Technician 35a (5) RAP3989 Heavy Equipment Technician 35b (5) RAP3990 Heavy Equipment Technician 35c (5) RAP3991 Heavy Equipment Technician 35d (5)
RAP4132 Instrument Mechanic 15 (5)	RAP5132 Instrument Mechanic 25a (5) RAP5133 Instrument Mechanic 25b (5) RAP5134 Instrument Mechanic 25c (5)	RAP6132 Instrument Mechanic 35a (5) RAP6133 Instrument Mechanic 35b (5) RAP6134 Instrument Mechanic 35c (5) RAP6135 Instrument Mechanic 35d (5)
RAP4136 Insulator 15 (5)	RAP5136 Insulator 25a (5) RAP5137 Insulator 25b (5) RAP5138 Insulator 25c (5)	RAP6136 Insulator 35a (5) RAP6137 Insulator 35b (5) RAP6138 Insulator 35c (5) RAP6139 Insulator 35d (5)
RAP4188 Ironworker 15 (5)	RAP5188 Ironworker 25a (5) RAP5189 Ironworker 25b (5) RAP5190 Ironworker 25c (5)	RAP6188 Ironworker 35a (5) RAP6189 Ironworker 35b (5) RAP6190 Ironworker 35c (5) RAP6191 Ironworker 35d (5)
RAP4192 Landscape Gardener 15 (5)	RAP5192 Landscape Gardener 25a (5) RAP5193 Landscape Gardener 25b (5) RAP5194 Landscape Gardener 25c (5)	RAP6192 Landscape Gardener 35a (5) RAP6193 Landscape Gardener 35b (5) RAP6194 Landscape Gardener 35c (5) RAP6195 Landscape Gardener 35d (5)
RAP4196 Lather-Interior Systems Mechanic 15 (5)	RAP5196 Lather-Interior Systems Mechanic 25a (5) RAP5197 Lather-Interior Systems Mechanic 25b (5) RAP5198 Lather-Interior Systems Mechanic 25c (5)	RAP6196 Lather-Interior Systems Mechanic 35a (5) RAP6197 Lather-Interior Systems Mechanic 35b (5) RAP6198 Lather-Interior Systems Mechanic 35c (5) RAP6199 Lather-Interior Systems Mechanic 35d (5)
RAP4260 Locksmith 15 (5)	RAP5260 Locksmith 25a (5) RAP5261 Locksmith 25b (5) RAP5262 Locksmith 25c (5)	RAP6260 Locksmith 35a (5) RAP6261 Locksmith 35b (5) RAP6262 Locksmith 35c (5) RAP6263 Locksmith 35d (5)
RAP4140 Machinist 15 (5)	RAP5140 Machinist 25a (5) RAP5141 Machinist 25b (5) RAP5142 Machinist 25c (5)	RAP6140 Machinist 35a (5) RAP6141 Machinist 35b (5) RAP6142 Machinist 35c (5) RAP6143 Machinist 35d (5)
RAP4144 Millwright 15 (5)	RAP5144 Millwright 25a (5) RAP5145 Millwright 25b (5) RAP5146 Millwright 25c (5)	RAP6144 Millwright 35a (5) RAP6145 Millwright 35b (5) RAP6146 Millwright 35c (5) RAP6147 Millwright 35d (5)

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Grade 10	Grade 11	Grade 12
REGISTERED APPRENTICESHIP PROGRAM (RAP) (continued)		
RAP1646 Motorcycle Mechanic 15.....(5)	RAP2646 Motorcycle Mechanic 25a .... (5) RAP2647 Motorcycle Mechanic 25b .... (5) RAP2648 Motorcycle Mechanic 25c ... (5)	RAP3646 Motorcycle Mechanic 35a ... (5) RAP3647 Motorcycle Mechanic 35b ... (5) RAP3648 Motorcycle Mechanic 35c ... (5) RAP3649 Motorcycle Mechanic 35d ... (5)
RAP4148 Painter and Decorator 15 .....(5)	RAP5148 Painter and Decorator 25a... (5) RAP5149 Painter and Decorator 25b... (5) RAP5150 Painter and Decorator 25c... (5)	RAP6148 Painter and Decorator 35a.. (5) RAP6149 Painter and Decorator 35b.. (5) RAP6150 Painter and Decorator 35c.. (5) RAP6151 Painter and Decorator 35d.. (5)
RAP1655 Partsman 15 .....(5)	RAP2655 Partsman 25a..... (5) RAP2656 Partsman 25b..... (5) RAP2657 Partsman 25c..... (5)	RAP3655 Partsman 35a..... (5) RAP3656 Partsman 35b..... (5) RAP3657 Partsman 35c..... (5) RAP3658 Partsman 35d..... (5)
RAP4152 Plumber 15 .....(5)	RAP5152 Plumber 25a..... (5) RAP5153 Plumber 25b..... (5) RAP5154 Plumber 25c..... (5)	RAP6152 Plumber 35a..... (5) RAP6153 Plumber 35b..... (5) RAP6154 Plumber 35c..... (5) RAP6155 Plumber 35d..... (5)
RAP4204 Power Lineman 15 .....(5)	RAP5204 Power Lineman 25a..... (5) RAP5205 Power Lineman 25b..... (5) RAP5206 Power Lineman 25c..... (5)	RAP6204 Power Lineman 35a..... (5) RAP6205 Power Lineman 35b..... (5) RAP6206 Power Lineman 35c..... (5) RAP6207 Power Lineman 35d..... (5)
RAP4208 Power System Electrician 15 .....(5)	RAP5208 Power System Electrician 25a..... (5) RAP5209 Power System Electrician 25b..... (5) RAP5210 Power System Electrician 25c..... (5)	RAP6208 Power System Electrician 35a..... (5) RAP6209 Power System Electrician 35b..... (5) RAP6210 Power System Electrician 35c..... (5) RAP6211 Power System Electrician 35d..... (5)
RAP4212 Printing and Graphic Arts Craftsman 15 .....(5)	RAP5212 Printing and Graphic Arts Craftsman 25a..... (5) RAP5213 Printing and Graphic Arts Craftsman 25b..... (5) RAP5214 Printing and Graphic Arts Craftsman 25c..... (5)	RAP6212 Printing and Graphic Arts Craftsman 35a..... (5) RAP6213 Printing and Graphic Arts Craftsman 35b..... (5) RAP6214 Printing and Graphic Arts Craftsman 35c..... (5) RAP6215 Printing and Graphic Arts Craftsman 35d..... (5)
RAP4280 Recreation Vehicle Service Technician 15.....(5)	RAP5280 Recreation Vehicle Service Technician 25a ..... (5) RAP5281 Recreation Vehicle Service Technician 25b ..... (5) RAP5282 Recreation Vehicle Service Technician 25c ..... (5)	RAP6280 Recreation Vehicle Service Technician 35a ..... (5) RAP6281 Recreation Vehicle Service Technician 35b ..... (5) RAP6282 Recreation Vehicle Service Technician 35c ..... (5) RAP6283 Recreation Vehicle Service Technician 35d ..... (5)
RAP4156 Refrigeration and Air Conditioning Mechanic 15 ....(5)	RAP5156 Refrigeration and Air Conditioning Mechanic 25a.. (5) RAP5157 Refrigeration and Air Conditioning Mechanic 25b.. (5) RAP5158 Refrigeration and Air Conditioning Mechanic 25c.. (5)	RAP6156 Refrigeration and Air Conditioning Mechanic 35a. (5) RAP6157 Refrigeration and Air Conditioning Mechanic 35b. (5) RAP6158 Refrigeration and Air Conditioning Mechanic 35c. (5) RAP6159 Refrigeration and Air Conditioning Mechanic 35d. (5)
RAP4224 Roofer 15 .....(5)	RAP5224 Roofer 25a..... (5) RAP5225 Roofer 25b..... (5) RAP5226 Roofer 25c..... (5)	RAP6224 Roofer 35a..... (5) RAP6225 Roofer 35b..... (5) RAP6226 Roofer 35c..... (5) RAP6227 Roofer 35d..... (5)

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Grade 10	Grade 11	Grade 12
REGISTERED APPRENTICESHIP PROGRAM (RAP) (continued)		
RAP4228 Sawfiler 15 ..... (5)	RAP5228 Sawfiler 25a .....(5) RAP5229 Sawfiler 25b .....(5) RAP5230 Sawfiler 25c .....(5)	RAP6228 Sawfiler 35a ..... (5) RAP6229 Sawfiler 35b ..... (5) RAP6230 Sawfiler 35c ..... (5) RAP6231 Sawfiler 35d ..... (5)
RAP4232 Sheet Metal Worker 15..... (5)	RAP5232 Sheet Metal Worker 25a .....(5) RAP5233 Sheet Metal Worker 25b .....(5) RAP5234 Sheet Metal Worker 25c.....(5)	RAP6232 Sheet Metal Worker 35a ..... (5) RAP6233 Sheet Metal Worker 35b ..... (5) RAP6234 Sheet Metal Worker 35c..... (5) RAP6235 Sheet Metal Worker 35d ..... (5)
RAP4236 Sprinkler Systems Installer 15..... (5)	RAP5236 Sprinkler Systems Installer 25a .....(5) RAP5237 Sprinkler Systems Installer 25b .....(5) RAP5238 Sprinkler Systems Installer 25c .....(5)	RAP6236 Sprinkler Systems Installer 35a ..... (5) RAP6237 Sprinkler Systems Installer 35b ..... (5) RAP6238 Sprinkler Systems Installer 35c ..... (5) RAP6239 Sprinkler Systems Installer 35d ..... (5)
RAP4160 Steamfitter–Pipefitter 15..... (5)	RAP5160 Steamfitter–Pipefitter 25a.....(5) RAP5161 Steamfitter–Pipefitter 25b.....(5) RAP5162 Steamfitter–Pipefitter 25c.....(5)	RAP6160 Steamfitter–Pipefitter 35a.... (5) RAP6161 Steamfitter–Pipefitter 35b.... (5) RAP6162 Steamfitter–Pipefitter 35c ... (5) RAP6163 Steamfitter–Pipefitter 35d.... (5)
RAP4240 Structural Steel and Plate Fitter 15 ..... (5)	RAP5240 Structural Steel and Plate Fitter 25a.....(5) RAP5241 Structural Steel and Plate Fitter 25b.....(5) RAP5242 Structural Steel and Plate Fitter 25c.....(5)	RAP6240 Structural Steel and Plate Fitter 35a..... (5) RAP6241 Structural Steel and Plate Fitter 35b..... (5) RAP6242 Structural Steel and Plate Fitter 35c..... (5) RAP6243 Structural Steel and Plate Fitter 35d..... (5)
RAP4244 Tilesetter 15 ..... (5)	RAP5244 Tilesetter 25a .....(5) RAP5245 Tilesetter 25b .....(5) RAP5246 Tilesetter 25c .....(5)	RAP6244 Tilesetter 35a ..... (5) RAP6245 Tilesetter 35b ..... (5) RAP6246 Tilesetter 35c ..... (5) RAP6247 Tilesetter 35d ..... (5)
RAP4248 Tool and Die Maker 15 ..... (5)	RAP5248 Tool and Die Maker 25a .....(5) RAP5249 Tool and Die Maker 25b .....(5) RAP5250 Tool and Die Maker 25c .....(5)	RAP6248 Tool and Die Maker 35a..... (5) RAP6249 Tool and Die Maker 35b..... (5) RAP6250 Tool and Die Maker 35c..... (5) RAP6251 Tool and Die Maker 35d..... (5)
RAP4252 Transport Refrigeration Mechanic 15..... (5)	RAP5252 Transport Refrigeration Mechanic 25a.....(5) RAP5253 Transport Refrigeration Mechanic 25b.....(5) RAP5254 Transport Refrigeration Mechanic 25c.....(5)	RAP6252 Transport Refrigeration Mechanic 35a.....(5) RAP6253 Transport Refrigeration Mechanic 35b.....(5) RAP6254 Transport Refrigeration Mechanic 35c.....(5) RAP6255 Transport Refrigeration Mechanic 35d.....(5)
RAP1641 Water Well Driller 15 ..... (5)	RAP2641 Water Well Driller 25a.....(5) RAP2642 Water Well Driller 25b.....(5) RAP2643 Water Well Driller 25c .....(5)	RAP3641 Water Well Driller 35a..... (5) RAP3642 Water Well Driller 35b..... (5) RAP3643 Water Well Driller 35c..... (5) RAP3644 Water Well Driller 35d..... (5)
RAP1663 Welder 15..... (5)	RAP2663 Welder 25a .....(5) RAP2664 Welder 25b .....(5) RAP2665 Welder 25c.....(5)	RAP3663 Welder 35a ..... (5) RAP3664 Welder 35b ..... (5) RAP3665 Welder 35c..... (5) RAP3666 Welder 35d ..... (5)

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